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ABSTRACT

Designed for high school seniors, this supplemental traffic safety program serves as a catalyst for discussion and learning in the area of affective education and safe and responsible driving. The guide is comprised of seven instructional units: (1) Orientation; (2) Communication Skills; (3) Skillful Decision Maker and Why; (4) Recognizing Possible Decisions; (5) What Is Important and What Do You Want? (6) Alternatives and Predicting Outcomes; and (7) Ranking Alternatives and Deciding. Within each unit are learning activities. Each learning activity follows a typical format that includes the following parts: purpose, description, preparation, implementation, evaluation, and comments. Appended material includes the rationale and objectives, a decision-making overview, a discussion of the instructional approach, and a glossary. (LRA)

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# PURSUING THE HUMAN SIDE OF DRIVING

A Senior Grade Level Driver Education
Refresher Course Curriculum

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Kelso, Washington

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# KELSO SCHOOL DISTRICT NO. 453

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September 1976

FORWARD

Public schools can offer the best possible traffic safety education programs to train young drivers, but accident statistics demonstrate that knowing how to drive responsibly does not guarantee that young drivers will drive responsibly.

It is believed that students who understand and respect their own and others' attitudes, values, and emotions will make responsible driving decisions. Pursuing the Human Side of Driving is an innovative approach which provides students with experiences that help build this understanding and respect. For this reason, it is a needed and valuable supplemental traffic safety program for senior students.

Kelso School District, the Board of Directors, and the community have been and will continue to be supportive of a high quality traffic safety education program. The Kelso School District is then very pleased to offer this curriculum guide as an aid to our district and other school districts interested in this type of program.

This guide is not intended to be all inclusive. Nor is Pursuing the Human Side of Driving the only way to address the teenage driving problem. Hopefully, it will serve as a catalyst for discussion and learning in the area of affective education and safe and responsible driving.

Byron E. Leeper

Dr. Byron E. Leeper, Superintendent
Kelso School District

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## ACTIVITY FORMAT

1. PURPOSE

   . . States what the activity is designed to do and/or how it can benefit students. The activity may have broader or more varied application than the stated purpose which the group leader can develop.

2. DESCRIPTION

   . . Gives a short concise explanation of what happens during the activity implementation. This section will hopefully function as an annotated bibliography which the group leader can read through quickly to get an idea of that in which the students and group leader will be involved.

3. PREPARATION

   . . States the group leader's responsibilities prior to implementing the activity. These responsibilities may deal with reviewing certain background information and developing and/or gathering materials or equipment.

4. IMPLEMENTATION

   . . Gives a step-by-step procedure for the group leader in using the activity. The implementation section of an activity is detailed and in some cases lengthy. Before eliminating any of the steps in the implementation section of an activity, the group leader should determine its affect on the stated purpose.

5. EVALUATION

   . . Exists to determine the future needs of the student, the effectiveness of the group leader, and the usefulness of the activity.

5. EVALUATION (Cont'd)

In evaluating an activity, the group leader needs to review the purpose of that activity and determine whether it was accomplished. This reference to the purpose has been noted in several of the activity evaluations, but rather than be repetitious, it is primarily left to the responsibility of the group leader. Information and questions contained in this section are thus mainly concerned with examining student feedback and interaction.

6. COMMENTS

. . Give subjective observations, cautionary notes, and general statements. They represent the reactions of people who have used the activity or a closely related activity. Space has been provided in each activity for the group leader to develop additional comments.

## ACTIVITIES AND PURPOSES

### UNIT 1. ORIENTATION

1. ESTABLISHING CLASS ATMOSPHERE

. . To provide a relaxed, but controlled, atmosphere in which the students feel comfortable expressing their thoughts, feelings, and actions.

. . To provide an overview of Pursuing the Human Side of Driving.

. . To establish discussion rules and student responsibilities.

. . To identify specific factors that affect driving.

2. PRE AND POST SELF-ATTITUDE RATING

. . To allow students to personally assess what changes have taken place concerning their individual attitudes or feelings towards themselves and others as a result of participating in Pursuing the Human Side of Driving.

### UNIT 2. COMMUNICATION SKILLS

3. DIMENSIONS OF COOPERATION

. . To demonstrate that two-way communication involves a process of giving and taking.

. . To show that feeling and need cues are transmitted in ways other than verbally.

. . To illustrate how cooperation can be a frustrating experience, especially when a person is limited to non-verbal communication and/or is working against a time limit.

4. TINKER TOYS

. . To emphasize the value of using a multi-sensory approach in the communication process.

### UNIT 3. SKILLFUL DECISION MAKER AND WHY

5. PETE'S DAY NO. 1

. . To illustrate that we are confronted with a number of decisions everyday, and that many times when decisions are delayed they may be more difficult to make with a greater chance of negative consequences.

6. LIFELINE

. . To aid the students in recognizing past achievements, establishing future goals, and determining specific decisions to be made and people to be consulted in order to accomplish these goals.

7. REASONS WHY

. . To alert students to some of their less obvious reasons for or objectives in driving.

. . To help students develop non-driving alternatives to accomplish these same objectives.

UNIT 4. RECOGNIZING POSSIBLE DECISIONS

8. FINDING AND DEFINING DECISIONS

. . To increase the students' awareness of their decision-making possibilities.

9. DECISIONS -- POSSIBLE AND RELATIVE IMPORTANCE

. . To determine when a decision is possible and the relative importance of certain decisions.

10. EMOTIONS -- FACTS

. . To provide information concerning emotions including positive and healthy ways of releasing tensions caused by emotions.

11. EMOTIONS -- FEEL WHEEL/SCAVENGER HUNT

. . To assist students in identifying and/or expressing a variety of their emotions.

. . To show how certain driving related objects or activities represent different emotions to each individual.

12. EMOTIONS -- NAME IT, CLAIM IT

. . To promote students' identification and acceptance of their emotions.

13. EMOTIONS -- ANXIETY

. . To give the students an opportunity to experience the physical and psychological changes that take place in an anxiety producing setting.

. . To help students explore driving situations that cause anxiety and determine when anxiety may be beneficial or detrimental.

. . To develop ways to cope with or use anxiety to advantage when driving.

14. DECISION: ALCOHOL

. . To raise and investigate with the students a number of alcohol related questions: To drink or not to drink, to use or abuse alcohol, and how specifically a person's use or abuse of alcohol can affect those people with whom he/she interacts.

15. PEER INFLUENCE

. . To help students identify situations where peer influence is strong, understand why it is so effective, and realize what alternatives are available for dealing with peer influence.

16. ANALYSIS OF A SELECTED TELEVISION PROGRAM

. . To see how television has played an enormous role in shaping or molding people's feelings, attitude development, and behavior both in general and in traffic safety.

17. PETE'S DAY NO. 2

. . To stimulate a discussion on how and/or why people make decisions.

UNIT 5. WHAT IS IMPORTANT AND WHAT DO YOU WANT?

18. GETTING IT TOGETHER IS LIFE ITSELF

. . To offer students a starting point for a discussion on life and mental health.

19. BOARD OF DIRECTORS

. . To assist students in determining what effect or influence people close to them have had in establishing their individual values.

20. HE, SHE, OR ME

. . To stimulate students to think about sex stereotyping on an individual and societal level and how stereotyping affects decision-making and driving.

. . To urge students to determine methods for reducing the influence of sex stereotyping as it relates to driving.

21. TWENTY THINGS YOU LOVE TO DO

. . To help students examine their most prized and cherished activities so that they can answer the question, "Am I really getting what I want out of my life?"

22. DETERMINING VALUES AND GOALS

. . To help students examine and test some of their values to see if these values are truly important to them or if they are just transitory opinions.

. . To assist students in setting individual goals and developing a plan of action for achieving them.

23. CURRENT ISSUES VALUES GRID

. . To help the students realize the intensity of their values.

. . To acquaint students with one set of general steps in the valuing process and have them determine which of these steps they have taken or would like to take.

24. PUZZLE ON THE FLOOR

. . To build a supportive group atmosphere for the course where the students will be able to express their views.

. . To provide a stimulus for a discussion on individual differences and listening skills.

25. EARL NIGHTINGALE'S - "THE MAGIC WORD"

. . To present information to the students on what helps make people successful.

. . To introduce some of the basic causes of success or failure to the students.

. . To assist students in understanding themselves and their relationship to others.

26. ROLES -- AGREE-DISAGREE

. . To increase students' awareness of what sex biases and feelings they have.

. . To illustrate how sex bias or stereotyping influences their decisions.

27. PEOPLE OF THE PAST -- ROLE PLAYING

. . To create empathy and understanding within students for the life situations of others.

28. LAW ENFORCEMENT

. . To detect and examine prejudices and biased feelings which students may have toward law enforcement officers and agencies.

. . To illustrate how misleading first impressions can be.

29. LAWS AND ENFORCEMENT -- AGREE-DISAGREE

. . To assist the students in evaluating their stand on certain laws and law enforcement issues.

30. IN SOMEONE ELSE'S SHOES

. . To allow students to develop and/or promote greater understanding of their feelings and others' feeling toward traffic enforcement, courts, driver improvement, and other people involved.

31. THE RACE

. . To develop students' awareness of their attitudes towards the influence of others.

. . To help students recognize that interactions in accident situations or life in general can be very complex, tough to control, and build on one another.

UNIT 6. ALTERNATIVES AND PREDICTING OUTCOMES

32. INFORMATION GATHERING -- STUMBLING BLOCKS

. . To increase the students' ability to recognize and avoid four common mistakes in information gathering.

33. HIDDEN ASSUMPTIONS

. . To inject excitement and enthusiasm into the course when student interest seems to be low.

. . To highlight how much hidden assumptions or prejudices can influence a person's ability to interpret and respond to a situation

34. TAMING EMOTIONS

. . To stimulate students' interest in, and appreciation for, dealing with emotions in a non-destructive or positive manner.

35. ALCOHOL -- FACT OR FALLACY

. . To give students a chance to express and evaluate what they believe about alcohol and receive added alcohol information.

36. ALCOHOL -- THE PARTY

. . To have the students experience an "alternatives and outcomes" search or sorting process when confronted with alcohol, driving, and sex roles conflicts.

37. INSURANCE -- RANK ORDER

. . To inform students as to the different types of automobile insurance.

. . To show how they express their attitudes and values in the type of insurance coverage they choose.

38. CHOICE WITH RESPONSIBILITY

. . To develop an awareness in the students of when, how, and to what degree their actions affect peers, parents, friends, etc.

39. CRASH AVOIDANCE

. . To provide students with last minute, evasive action experience illustrating the need for planning in split second decision-making situations.

. . To point out some activities which cause us to be inattentive to the driving task and how potentially dangerous this inattention can be in a critical situation.

UNIT 7. RANKING ALTERNATIVES AND DECIDING

40. HOMEWORK

. . To illustrate that when emotional stress is strong enough, it may completely override rational decision-making.

. . To search for positive and realistic ways to channel or release emotional stress.

41. TENDER LOVING CARE

. . To acquaint students with the four decision-making strategies -- Wish, Escape, Safe, and Combination.

42. WHAT IF

. . To illustrate the need for and difficulty in making decisions with incomplete information.

. . To provide students with practice in using the entire decision-making process and seeing how one may lead to another.

43. MARK'S CASE OF CONSCIENCE

. . To give students a chance to make a decision, see the outcomes of that decision, and make any additional decisions as a result of the outcome.

. . To examine a situation from a number of subjective points of view.

SITUATIONS

. . To enable students to work through and utilize the decision-making process in a variety of situations.

**UNIT 1**

**Orientation**

UNIT NO. 1

UNIT TITLE: ORIENTATION

NAME OF ACTIVITY: ESTABLISHING CLASS ATMOSPHERE (1)

Purpose: . . To provide a relaxed, but controlled, atmosphere in which the students feel comfortable expressing their thoughts, feelings, and actions.

. . To provide an overview of Pursuing the Human Side of Driving.

. . To establish the ground rules and student responsibilities.

. . To identify specific factors that affect driving.

A. Description:

The atmosphere established the first day of class can determine the success of the remainder of the scheduled classes. With the use of illustrative posters, an overview of the course is given showing the different steps involved in the decision-making process. Discussion on ground rules and student responsibilities is presented by the group leader. Two person interviews allow members of the class to learn a little bit about everyone. Brainstorming rules are established and then small groups brainstorm on factors that affect or influence driving.

B. Preparation:

1. To establish a positive environment, the following suggestions are offered:

   a. Place thought-provoking posters on the walls:

      (1) "This is your class, what will you do with it?"

      (2) "If you are not a part of the solution, you are part of the problem."

      (3) "Not to decide, is to decide."

(4) ". . be able to choose the lines of greatest advantage instead yielding to the path of least resistance."

George Barnard Shaw

b. Develop posters illustrating the following decision-making steps:

(1) Determining when a decision is possible.

(2) Determining what is important and what I want.

(3) Determining the alternatives available and predicting possible outcomes.

(4) Ranking the alternatives and making a decision.

(5) Evaluating my decision.

c. Create a poster concerning the five ground rules.

d. Prepare a poster dealing with emotions and decision making.

e. Arrange the chairs or desks so each student can see all the other students. (e.g. circle, u-shape -- the group leader should be a part of this circle, not sitting behind the desk.)

f. Tape contemporary music or purchase records and have equipment to play the music available. Try to use music which is current, but not "hard rock."

Implementation:

1. Play background music as the students enter the room and up until the time you are ready for class to begin.
2. Explain that this course is based around the decision-making process. It will deal with decisions that individuals are confronted with concerning driving, school, home, work, etc.
3. With the use of the illustrative posters, briefly explain the decision-making steps. Bring out that at times during the course you will be referring to the posters in reference to where the class is in the decision-making process.

4. The following are some comments that could be used in order to set the tone for the entire course:
   a. We will all start with mutual trust and respect for each other's feelings, values, and opinions.
   b. The ground rules are:
      (1) Everyone has the right to be listened to.
      (2) You are not obligated to talk -- you may pass at any time.
      (3) No one cuts anyone down either verbally or with actions.
      (4) There is no such thing as a "stupid question."
      (5) Talk at any time -- raising your hand is not necessary, but keep from interrupting when someone else is talking.
   c. Your class will be as successful as you want it to be.
5. Student responsibilities should be discussed and include:
   a. Getting as much out of class as they feel they need.
   b. Cooperating with other students when working in groups.
   c. Putting something into the class so something will come out.
   d. Making the class a success. (Enjoyable experience, meaningful, and relevant.)
   e. Identifying the factors influencing driving which they would like to study.
   f. Anonymously evaluating the class, materials, procedures, and the group leader.
6. State: "In order to be successful in working in this type of class, it is important that we get to know each other." (The group leader should be involved in this activity.)
7. Instruct the students to interview the persons to their left or across from them asking any or all of the following questions:
   a. Name
   b. Number of brothers and/or sisters

c. Position in family

d. What do you plan on doing when you get out of school (graduate)?

e. One word that would describe your three years in high school.

f. One thing you would like to do.

8. The following group leader's responsibilities should be pointed out to the students:

a. Acting as a mediator or facilitator and obtaining and supplying materials necessary for the activities.

b. Enforcing the discussion rules. (It might be necessary to mention the discussion rules again.)

c. Obtaining information on successful living and better driving.

d. Using a variety of teaching methods.

e. Understanding and supporting individual differences.

f. Receiving student input regarding course content with no evaluation or value judgments being made.

9. Review how you plan to evaluate the students and/or how they can evaluate themselves. If grades are going to be given, state how they will be determined, review attendance policy, etc.

10. Point out the brainstorming rules which need to be followed throughout the class.

a. No judgment regarding a person's ideas is allowed in a brainstorming session.

b. Everyone is encouraged to think up as wild ideas as possible.

c. Quantity is encouraged; the longer the list of ideas, the better.

d. Everyone is encouraged to build upon the ideas of others.

e. Record each idea at least by a key word or phrase.

11. Take the class through a short brainstorming session to give them an idea of how it works. The following are some brainstorming topics that might be used:

a. How many ways can you think of to make this class a happier, more enjoyable place to be?

b. Your three-ton moving van, loaded with one million pipe cleaners (or balloons or chestnuts), skids off the road and gets stuck in the mud. How many ways can you think of for using your cargo to get your truck out of the mud?

c. What interesting new subjects might be offered at this school next year?

12. In the large group, brainstorm factors that have influenced or affected driving negatively or caused problems for drivers.

13. Break the students into small groups to identify three to five specific questions they have on one or two of the general areas listed on the board.

14. After each small group has identified three to five specific questions, have the small groups report and let everyone build on one another's questions.

15. At the conclusion of the small group brainstorming, the group leader then asks the groups to explain their lists as the group leader (or selected student) puts the entire list on the board. This could be done in a round-robin fashion jumping from one group to another group, with instructions for the recorder to cross out items which are duplicates.

16. Have the small group members turn in their brainstorming lists dealing with the influencing factors. Please note: Make sure that these factors are covered someplace in the course. It may mean you as the group leader are going to have to develop certain activities.

17. Summarize the activity by explaining that the course content will include many of the items identified by the students. It should be pointed out, however, that there may be some things that they did not identify

which must be covered. (Note: Sometimes this may require the group leader's assistance in the identification of other possible factors influencing driving.)

18. Variation:

a. The following activity can be used in place of brainstorming session. (Time frame, 2 days)

b. Group collages (in the shape of a car or person, etc.) of the factors influencing driving could be done in place of the formalized brainstorming session, but it is still advisable for the groups to identify the factors on paper before beginning the group collage.

c. After the collages are completed, each group exhibits its collage and explains the factors by pointing out the various pictures and how they relate to one's ability to drive.

D. Evaluation:

1. Observe the small groups. Are they intense in, bored with, excited about, yawning during the activity? Are they observing the brainstorming rules?
2. Were the small groups still involved even after time was called? (Showing strong interest.)
3. Were the small groups able to identify many of the influencing factors? (Their list may no doubt be different from yours.)
4. How much of a part did you, as the group leader, have to take by enforcing the brainstorming and ground rules?

E. Comments:

1. What happens the first day may determine the atmosphere for the remainder of the scheduled classes.
2. It is important that the group leader be a part of the seating arrangement.

3. If the group leader is concerned about the comfort level of the students when selecting pairs for the interview, he/she should have them interview their neighbors who are usually their friends. If the group leader wants the students to learn new things about another class member, he/she should match pairs across the room.

UNIT NO. 1

UNIT TITLE: ORIENTATION

NAME OF ACTIVITY: PRE AND POST SELF-ATTITUDE RATING (2)

Purpose: . . To allow students to personally assess what changes have taken place concerning their individual attitudes or feelings towards themselves and others as a result of participating in Pursuing the Human Side of Driving.

A. Description:

Individually students complete the pre-rating sheet, seal, code, and store their ratings. Near the end of the course, students complete a post-rating sheet and compare it to their pre-rating sheet looking for changes.

B. Preparation:

1. For the pre-rating, secure a pre-rating sheet for each student (2-3), a stapler and a locked storage area (filing cabinet, etc.) for storing completed pre-rating sheets.
2. For the post-rating, secure a post-rating sheet for each student (2-4) and a copy of the rating sheet comparison questions for each student (2-5).

C. Implementation:

Pre-rating (To be completed near beginning of course)

1. Ask the students to scatter their chairs to gain privacy.
2. Distribute the pre-rating sheets and instruct the students to rate themselves for each statement. Ask students to be perfectly honest with themselves and point out that no one else will see these ratings.
3. When students have finished, instruct them to fold the paper several times, staple it, and write their name or a pen name of their choice on the paper.
4. Collect the students' stapled rating sheets and store them in a locked cabinet.

Credit: Earl Nightingale's Lead the Field Series, Earl Nightingale

5. Point out to the students that near the end of the course they will be doing a post-rating and then comparing the two to see what changes have occurred.

Post-rating (To be completed near end of course.)

1. Have student scatter their chairs and hand out the post-rating sheet. Remind students to honestly complete the rating sheet, since no one else will see what they have checked.
2. When students have completed the post-rating sheet, hand out the pre-rating sheets according to the students' pen names.
3. Instruct the students to compare the two ratings and check items which have changed.
4. After students have had a chance to compare their pre and post-rating sheets, ask some of the questions from the "Rating Sheet Comparison Questions." If students desire to discuss any of the questions, changes that occurred, etc., this should be encouraged, but only in a very supportive atmosphere.
5. Conclude the activity by distributing the "Rating Sheet Comparison Questions" to the students for individual study.

D. Evaluation:

1. What were the students' reactions to the attitude rating sheet?
2. Were students intent or unconcerned when comparing the two rating sheets?

E. Comments:

1. The group leader should be involved in this activity along with the students.
2. If students are absent when the pre-rating sheet is filled out, be sure they have an opportunity to complete this when they return to class.

## PRE-RATING SHEET

Directions: To help you think about yourself, statements on which you can rate yourself are given.

See where you stand now.

Be perfectly honest. No one will see these ratings but you.

| | Never | Seldom | Some-times | Often | Usually |
|---|---|---|---|---|---|
| I try to have a positive attitude. | | | | | |
| I believe we become what we think about. | | | | | |
| I feel good about my accomplishments. | | | | | |
| I try to find aays to help other people. | | | | | |
| I have bad breaks. | | | | | |
| I do just enough to get by. | | | | | |
| I approach things confidently. | | | | | |
| My friends try to operate at their best potential. | | | | | |
| I expect failure. | | | | | |
| I try to see myself as others see me. | | | | | |
| I think my friends are more capable than I am. | | | | | |
| I give up easily when I can't seem to reach my goals. | | | | | |
| At work and school, I perform at my top ability. | | | | | |
| When there is a problem at work or at school, I am part of the solution. | | | | | |
| I try to improve my attitudes. | | | | | |
| When I fail, I come right back. | | | | | |
| I feel others are luckier than I am. | | | | | |
| I treat others as though they were important. | | | | | |
| I expect to succeed. | | | | | |

## POST-RATING SHEET

Directions: No one will see the ratings but you; try to be completely honest with yourself when answering.

Complete this rating sheet and compare it to the pre-rating sheet.

| | Never | Seldom | Some-times | Often | Usually | Change |
|---|---|---|---|---|---|---|
| I try to have a positive attitude. | ..... | ..... | ..... | ..... | ..... | ..... |
| I believe we become what we think about. | ..... | ..... | ..... | ..... | ..... | ..... |
| I feel good about my accomplishments. | ..... | ..... | ..... | ..... | ..... | ..... |
| I try to find ways to help other people. | ..... | ..... | ..... | ..... | ..... | ..... |
| I have bad breaks. | ..... | ..... | ..... | ..... | ..... | ..... |
| I do just enough to get by. | ..... | ..... | ..... | ..... | ..... | ..... |
| I approach things confidently. | ..... | ..... | ..... | ..... | ..... | ..... |
| My friends try to operate at their best potential. | ..... | ..... | ..... | ..... | ..... | ..... |
| I expect failure. | ..... | ..... | ..... | ..... | ..... | ..... |
| I try to see myself as others see me. | ..... | ..... | ..... | ..... | ..... | ..... |
| I think my friends are more capable than I am. | ..... | ..... | ..... | ..... | ..... | ..... |
| I give up easily when I can't seem to reach my goals. | ..... | ..... | ..... | ..... | ..... | ..... |
| At work and school, I perform at my top ability. | ..... | ..... | ..... | ..... | ..... | ..... |
| When there is a problem at work or at school, I am part of the solution. | ..... | ..... | ..... | ..... | ..... | ..... |
| I try to improve my attitudes. | ..... | ..... | ..... | ..... | ..... | ..... |
| When I fail, I come right back. | ..... | ..... | ..... | ..... | ..... | ..... |
| I feel others are luckier than I am. | ..... | ..... | ..... | ..... | ..... | ..... |
| I treat others as though they were important. | ..... | ..... | ..... | ..... | ..... | ..... |
| I expect to succeed. | ..... | ..... | ..... | ..... | ..... | ..... |

## RATING SHEET COMPARISON QUESTIONS

1. In how many of the areas were there changes?
2. Do you feel good or bad about these changes?
3. Are these changes positive or negative?
4. Why might there have been a change in some of the areas?
5. If there was a positive change, what do you attribute it to?
6. If there was a negative change, what might the reason be? What action, if you desired, could you take to change this negative point?
7. If you had done this three years ago, would you have rated yourself the same now?
8. What changes would you expect if you were to do this again three years from now?
9. If you are concerned or happy about these changes, who could you talk to?
10. What might no change indicate?
11. What do you plan on doing with these rating sheets?

. . . . . .

Responses to be turned in:

I learned that _____

I was surprised that I _____

I am proud that _____

# UNIT 2

## Communication Skills

UNIT NO. 2

UNIT TITLE: COMMUNICATION SKILLS

NAME OF ACTIVITY: DIMENSIONS OF COOPERATION (3)

Purpose: . . To demonstrate that two-way communication involves a process of giving and taking.

. . To show that feeling and need cues are transmitted in ways other than verbally.

. . To illustrate how cooperation can be a frustrating experience, especially when a person is limited to non-verbal communication and/or is working against a time limit.

A. Description:

Each member of a small group is given an envelope containing several pieces of cardboard. Each individual in the group attempts to construct a square by sharing pieces with other members in his/her group. Specific limitations are imposed on the group. At the completion of the activity, a report can be made by each member concerning cooperation, feelings, and behavior observed.

B. Preparation:

1. Prepare the five envelopes. Refer to pages 3-8 through 3-10 at the end of this activity for details on construction of squares and distribution of pieces in each envelope.
2. Prepare sufficient copies of "Report of Observation" (3-5), "Report of Experience" (3-6), and "Dimensions of Cooperation" (3-7) for each student.
3. Position the table(s) according to the number of groups to be involved with five chairs at each table.

C. Implementation:

1. Divide the class into groups of five students, not assigning some of the

students to be a group so they can act as observers.

2. Give each member of the group an envelope. Each group should have five envelopes lettered "A" through "E."
3. Instruct the groups as follows:
   a. Each of you have an envelope containing pieces of cardboard for forming squares. When I give the signal to begin, the task of your group is to form five squares of equal size. The task will not be completed until each individual in your group has a perfect square of the same size as that held by others.
   b. Specific limitations are imposed upon your group during this exercise:
      (1) NO member may speak.
      (2) NO member may ask another member for a card or in ANY WAY SIGNAL that another person is to give him/her a card.
      (3) Members may, however, GIVE cards to other members.
      (4) Fifteen minutes is all the time you will have to complete your squares.
   c. The groups will be monitored and ground rules will be enforced.
   d. As one group completes its task, the members may silently observe other groups at work.
   e. Optional:
      (1) Additional information may be given depending upon amount of time available for activity.
         (a) Each individual square will contain only "x" number of pieces. (Three in three square, four in four square, and five in five square.)
4. Ask observers to notice the feelings and behavior of the individuals in the small group.
5. Ask the students to take all of the pieces out of their envelopes and begin.

During the activity enforce the rules if they are broken. This will increase frustration.

6. When the exercise is over, ask the students to replace all the pieces of the same color in one envelope.
7. Hand out to the observers "No. 1 - Report of Observations " (3-5) so they may jot down points they wish to remember from this observation.
8. Hand out to the participants "No. 2 - Report Your Experience" (3-6) so they may note their feelings.
9. When students have been allowed several minutes to record their feelings and observations, ask the following:
   a. Did some individuals work on only their own puzzle?
   b. If some finished their puzzle, did they sit back and wait for the others to finish?
   c. Did you work as a member of the group?
   d. What forms of non-verbal communication were used?
   e. How did you feel not being able to talk during this exercise?
10. Encourage any comments students would like to make from their reports or observations.
11. Hand out the follow up sheet "No. 3 - Dimensions of Cooperation" (3-7) to all class members and allow a few minutes for them to work on it.
12. Ask students to think back on their actions during this activity to determine what meaning these might have had and whether or not their actions during the activity were characteristic of their everyday behavior. (This is a thinking question; no student answer is expected.)

D. Evaluation:

1. When answering questions on handouts No. 1 and 2, or in general discussion, was it evident that students were able to identify the feelings and specific behavior which helped or hindered cooperation?

2. According to their responses on handout No. 3, or in general discussion, were they able to identify the behavior required for cooperation and ways they might be able to use these ideas in out-of-class situations?

E. Comments:

1. If two or more groups are being used, a race might be started to see which group finishes first. This will increase the anxiety within the groups to complete the squares. Use their expressions of frustration as an opportunity to discuss emotions.
2. The following are three versions for making a set of squares:
   a. Version A - 3-piece square (3-8)
   b. Version B - 4-piece square (3-9)
   c. Version C - 5-piece square (3-10)
3. Try to get as many students involved in the activity as possible.
4. Observe participants' actions during the activity. Ask students leading questions (as found in No. 1 and 2) during the discussion part of the activity.
5. The reports included in this activity might be more effective if the students are told they will not be turned in.

No. 1

REPORT OF OBSERVATIONS

A. For Four-Piece Square and Five-Piece Square

1. When someone holding a key piece did not see the solution:

   What do you think other members felt?

   What clues did you pick up that made you think so?

2. When someone had completed his/her square correctly and then sat back with a self-satisfied smile on his/her face:

   What would you guess were his/her feelings?

   What reactions did you notice from other members?

   What would you guess he/she was feeling?

   What were your own feelings?

3. When a person could not see the solution as quickly as the others:

   What did you think was the feeling of the others toward that person?

   What were your own feelings toward the person?

4. What evidence did you see of trying to help one another?

5. What did you experience during the exercise?

B. For Three-Piece Square:

1. What evidence did you see of trying to help one another?

2. What evidence did you see of help being withheld?

3. How did people act when they had completed their part of the task? How did their behavior make you feel?

No. 2

## REPORT YOUR EXPERIENCE

Recall and write your feelings and your observations that took place during the exercise.

Identify and be prepared to report specific behavior which helped or hindered cooperation.

| Examples of specific behavior. (Note as many as you can.) | For each behavior indicate your experience and observations as follows:<br>Your Feelings<br>Your Guess About Others' Feelings<br>Any Nonverbal Reactions<br>How It Helped - How It Hindered |
|---|---|
| 1. When a person held on to a key piece because he did not see the solution. | |
| 2. When a person completed his square correctly and sat back. | |
| 3. When a person could not see the solution as quickly as others. | |
| 4. When a person tried to give to another person. | |
| 5. When a person withheld from another. | |
| Add others: | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |

No. 3

## DIMENSIONS OF COOPERATION

| Ideas about cooperation and behavior required for cooperation which I have become aware of in this exercise. | Ways I think I can use these ideas in out-of-class situations, including driving. |
|---|---|
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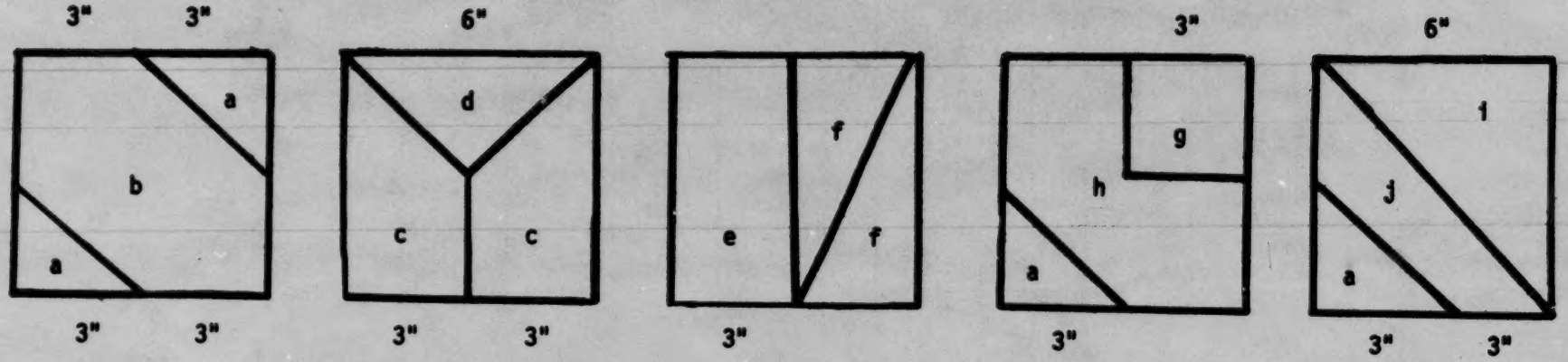
## INSTRUCTION SHEET 1 - DIRECTIONS FOR MAKING A SET OF SQUARES

### VERSION A (3-Piece Square)




3 - 8

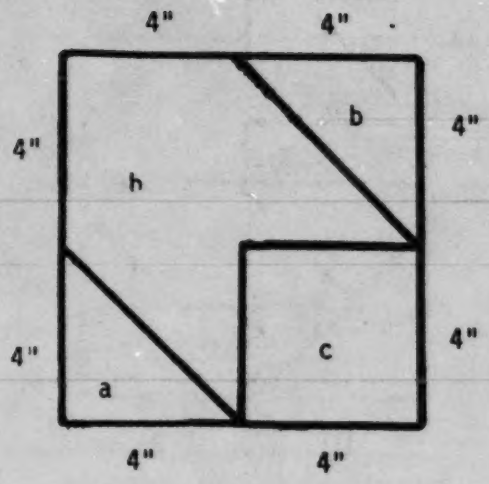
The lines should be so drawn that when cut out, all pieces marked a will be of exactly the same size, all pieces marked c of the same size, and so on. By using multiples of three inches, several combinations will be possible that will enable participants to form one or two squares, but only one combination is possible that will form five squares six by six inches.

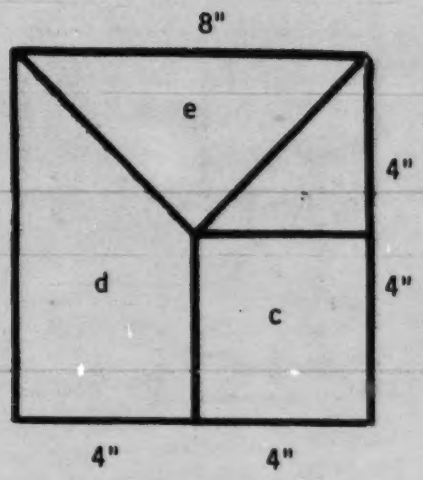
Construct the pieces for Envelope A (i, h, e) out of one color of stiff paper. Construct the pieces for envelope B (a, a, a, c) out of a different color of stiff paper, etc. (This will make it easier for the students to put the pieces back into the original envelope when they have completed the activity.)

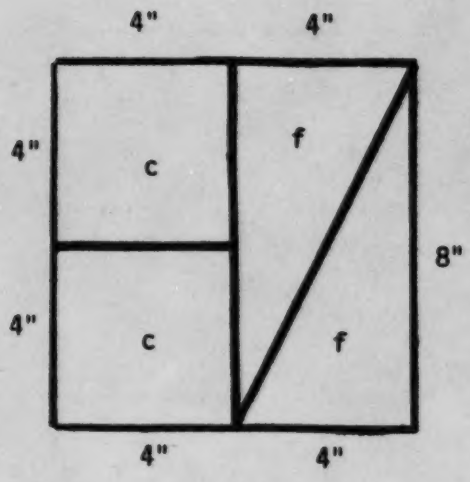
Mark the five envelopes A, B, C, D, and E. Distribute the cardboard pieces in the five envelopes as follows:

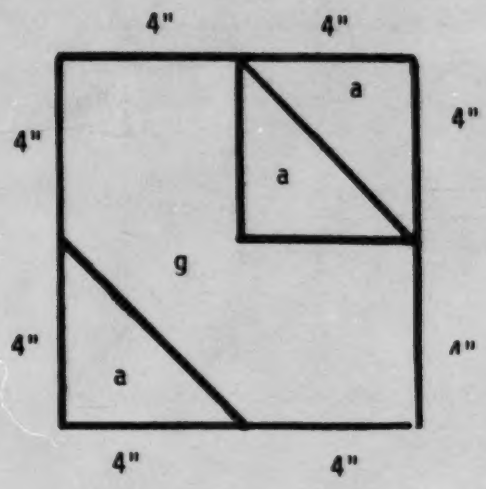
Envelope A has pieces i, h, e (Consisting of one color)
Envelope B has pieces a, a, a, c (Consisting of one color)
Envelope C has pieces a, j (Consisting of one color)
Envelope D has pieces d, f (Consisting of one color)
Envelope E has pieces g, b, f, c (Consisting of one color)

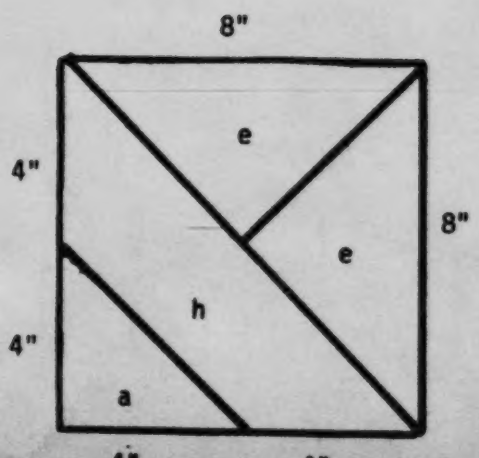
VERSION B - (4-Piece Square)



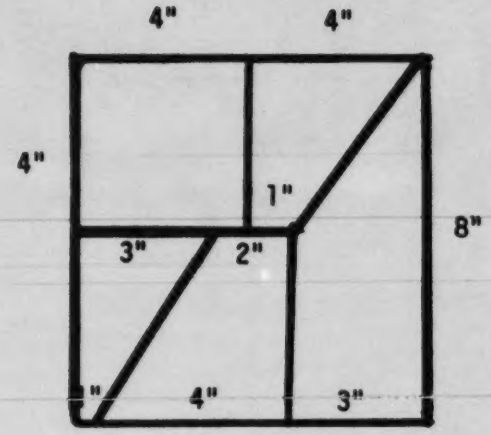



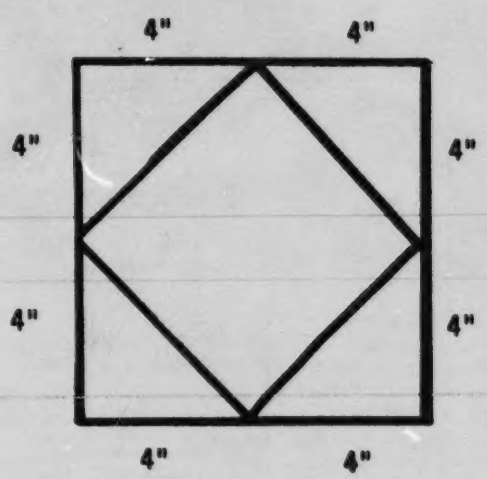



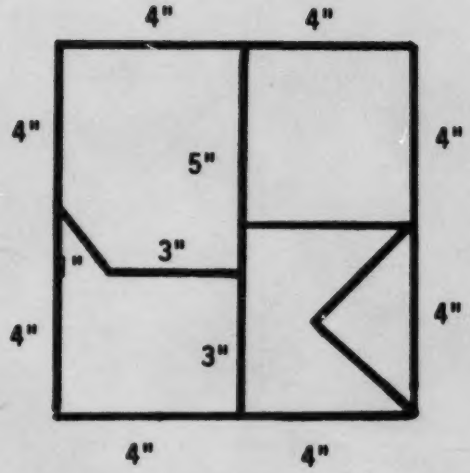



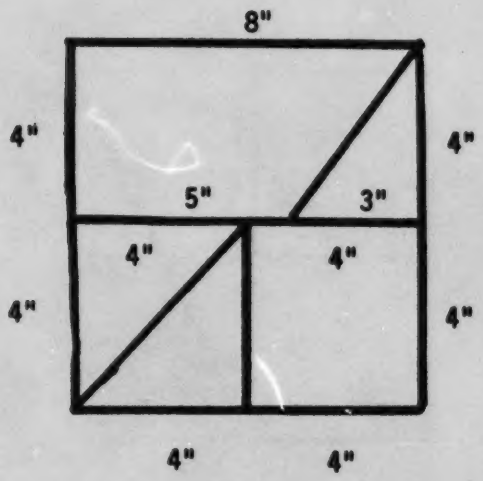

| Number of pieces of each shape | | Content of envelopes |
|---|---|---|
| a = 7<br>b = 1 | (One Color) | #1: a, b, e, f |
| c = 4<br>d = 1 | (One Color) | #2: a, c, d, f |
| e = 3<br>f = 2 | (One Color) | #3: a, a, e, g |
| g = 1<br>h = 1 | (One Color) | #4: a, a, a, h |
| 20 | (One Color) | #5: c, c, c, e |

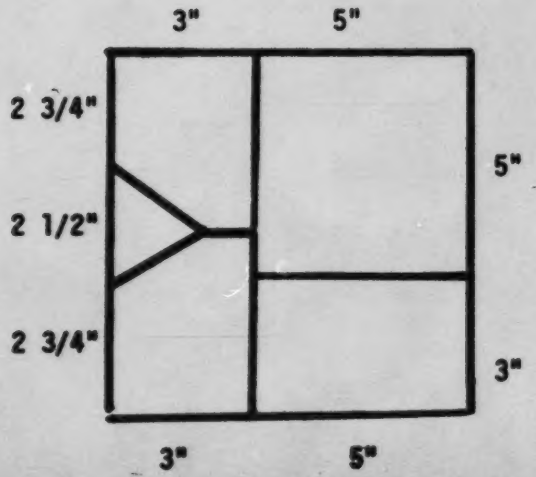
VERSION C - (5-Piece Square)




Random packaging of pieces in five envelopes.

UNIT NO. 2

UNIT TITLE: COMMUNICATION SKILLS

NAME OF ACTIVITY: TINKER TOYS (4)

Purpose: . . To emphasize the value of using a multi-sensory approach in the communication process.

A. Description:

One of the volunteers constructs an object with tinker toys out of the sight of the other volunteer. During construction the communicator attempts to describe his procedure so the other volunteer, the receiver, can duplicate the object using his own set of tinker toys. The rest of the students in the class observe this interaction. When both volunteers have completed their tinker toy structures, the entire class discusses the activity and communications in general.

B. Preparation:

1. Have available two small sets of tinker toys (with a minimum of 20 pieces) making sure that each set is matched in number and size of pieces.
2. Place chairs at the end of two tables and position the tables and chairs as shown below:

The chairs should be back to back with no chance of a person sitting at one table seeing a person seated at the other table. (i.e. mirrors, windows, etc.)

C. Implementation:

1. Ask for or select two "volunteers." Designate one as the communicator and the other as the receiver.
2. Explain the following rules:
   a. The communicator is going to create a shape out of the tinker toys.
   b. The receiver is to duplicate that shape.
   c. The communicator can use any form of verbalization he/she wishes to describe the shape of the object he/she is making.
   d. Use any of the pieces to complete the objects.
   e. The receiver may not look at or ask questions of the communicator.
3. The communicator is then instructed to begin to design and construct an object and to describe that object to the receiver.
4. After the first ten minutes, or when half of the tinker toy pieces have been used, the following rule may be added:
   a. The receiver may now question the communicator <u>provided</u> the questions can be answered by the communicator with "yes" or "no" responses.
   b. Remember, the communicator can only respond with "yes" or "no."
5. When the task is completed, or fifteen minutes before session ends, and before the communicator and receiver view each other's designs, ask the receiver and communicator to express their feelings. Ask what their greatest handicap was.
6. Ask the observers:
   a. Could you see any emotions building? If so, what were they? How could you tell?
   b. What did the communicator and receiver do to cover up and/or cope with their emotions?
   c. Was it easier for the receiver when he/she could ask questions?
   d. How many of you would like to have been in the receiver or communicator position during this activity? Which position and why?
   e. What are some reasons for not wanting to be in either position?

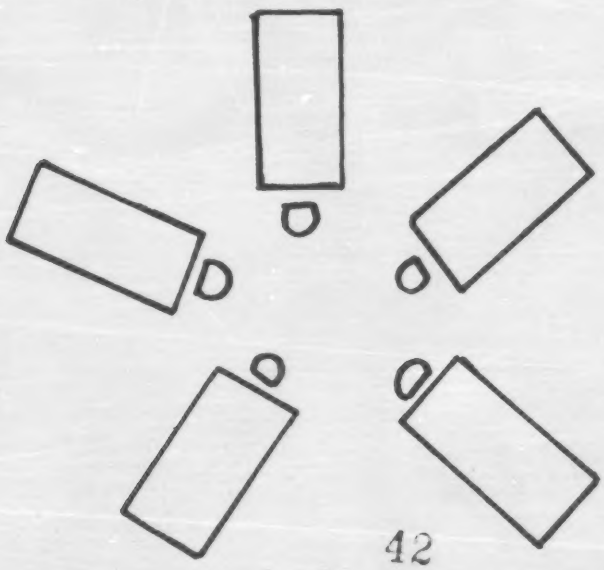
f. What are some ways in life and/or in driving that we can communicate with each other? What happens when one or more senses are taken away from us when we are trying to communicate?

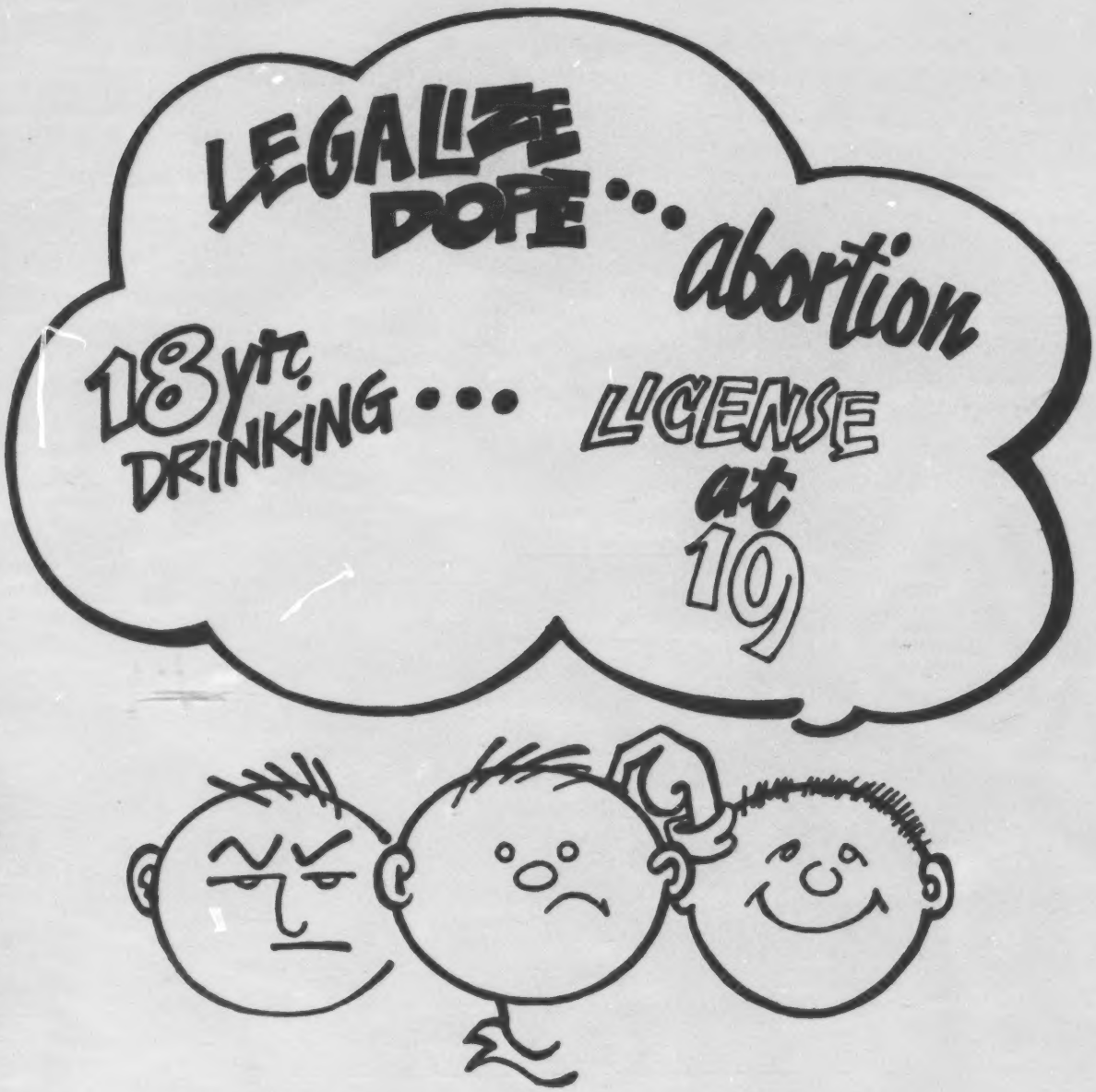
D. Evaluation:

1. Did the students recognize breakdowns in the communication process?
2. Could individuals verbalize some of the benefits of multi-sensory communication?
3. Did everyone join in the discussion after the activity?
4. Did some of the observers have suggestions for improving on the instructions given by the communicator or questions asked by the receiver?

E. Comments:

1. This activity can be expanded using one communicator and four receivers facing in opposite directions. They are not to look at each other's models. Observers can wander around the room and observe the actions of the participants. One large set of tinker toys evenly split five ways can be used. This approach may restrict the amount of feedback possible and slow the activity when the activity is opened up and all the receivers try to get their own questions answered.






## UNIT 3

**Skillful Decision Maker and Why**

UNIT NO. 3

UNIT TITLE: SKILLFUL DECISION MAKER AND WHY

NAME OF ACTIVITY: PETE'S DAY NO. 1 (5)

Purpose: . . To illustrate that we are confronted with a number of decisions everyday, and that many times when decisions are delayed they may be more difficult to make with a greater chance of negative consequences.

A. Description:

By reading and/or hearing the story "Pete's Day," the students will be able to see what effect the decisions Pete made or delayed making had on him.

B. Preparation:

1. Prepare "Pete's Day" on cassette tape, and/or have sufficient copies of "Pete's Day" duplicated for each student.

C. Implementation:

1. Point out to the students that making a decision is not just something we concern ourselves with when these decisions are very big, such as when we want to buy a car or whether or not we want to get married. We face a number of decisions daily in our lives. The story entitled "Pete's Day" will show us some common decisions that come up every day.
2. Distribute printed copies of the story and start the tape or read the story.
3. At the conclusion of the story, raise some of the following discussion questions:
   a. How realistic was the story?
   b. What were some of the decisions that Pete had to make during the day?
   c. Was there consistency in Pete's decisions? Why or why not?

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d. What decisions did Pete make that you might have made differently if you had been in the same situation? Why? (This should point out some areas where students' values differ.)

e. Do you agree with Pete's parents in letting him make his own decisions? Why or why not?

f. If Pete had used the decision-making process for most or all of his decisions, would his day have been better?

g. What do you feel was the purpose or "moral" to this story?

4. Instruct students to:

Write down a specific decision which they have delayed making and the positive or negative consequences of putting off that decision; or, write down all the decisions they were faced with yesterday (or today). Designate with an S those decisions that were satisfying. Designate with a U those decisions which produced outcomes which were not satisfying. Designate with an NM those decisions they did not make or they put off or delayed making.

5. Ask the student if implementing a decision-making process would have moved some of those U or NM decisions into the S category.

6. Collect printed copies of the story (these will be used again).

D. Evaluation:

1. In the discussion were students able to see:

a. The importance of properly timing decision making.

b. That there are a number of things affecting and determining when and how we make a decision.

c. That using a decision-making process can cause our decisions to be more consistently satisfying.

E. Comments:

1. It should be pointed out to the students that putting off a decision can sometimes be helpful, especially when more information is needed, but making pro-

crastination a habit can be very detrimental. At this time or phase in the course, it is not essential to go into great depth and analyze each decision and consequence. This detailed examination will come later in the course.

2. If a number of students in different classes felt the story was not realistic, you may want to write your own story or find another story with basically the same theme.

"PETE'S DAY"

"PETE'S DAY" (2)

Pete fell out of bed, knowing he had waited too long to be on time at school for his first period class. He had been up late at Gordon's party, against the wishes of his parents. But under the new "trust" plan they had agreed on after months of arguing, he was now allowed to make his own decisions. He was 17 and in the last month of his senior year in high school. He felt that he knew how to handle his own life and plans. He threw on his jeans and a t-shirt, yelling to his mother in the kitchen that he would not have time for breakfast.

Arriving at his English class twenty minutes late, he sank into his seat and smiled at his girl friend, Linda. Then he heard Miss Taylor say that they would spend the period reviewing for the test tomorrow on the novel they had been reading. When she said test, his heart began to beat faster. Next period he had a Contemporary Problems test that he had forgotten to study for. He knew he should be listening to the review because he hadn't finished reading the novel, but he had to decide what he was going to do for Contemporary Problems. He would ask Linda to brief him tonight for the English test.

He could skip Contemporary Problems class and try to get a note to explain his absence; or he could ask his Contemporary Problems teacher, Mr. Fair, for a postponement of the test, but since he had not been turning in his work very regularly, he doubted that Mr. Fair would give him the postponement; or he could take the test and see what he could do on it. He could also go down to the Guidance Office and talk to his counselor about his college plans. That way he could get a note to excuse his absence in Contemporary Problems.

As he left English class with Linda, he made plans to meet her for lunch and asked if he could study with her that evening. She smiled as she agreed to go over the material with him. He could always count on Linda.

During his conference with the counselor, Mrs. Arnold, his Contemporary Problems work was mentioned. Mr. Fair had talked to her about the poor work that Pete

was doing and told her that his chances of getting into college would be seriously affected if he got a low grade this quarter. Her pleasant face turned red and she frowned when she learned, while writing out his pass, that he had missed Contemporary Problems for the conference.

At noon Linda reminded him that they were to go to a scholarship meeting in the auditorium. She also asked him if he had remembered to bring his scholarship application, which was due today. He had put off discussing the application with his parents, forgetting the date it was due. During the meeting he learned that all late applications would be penalized by being reviewed after all others had been considered. His chances for college were getting slimmer and slimmer -- especially if he did not square things away with Mr. Fair about the Contemporary Problems test he had missed. He was beginning to feel miserable.

Finally, his last class was over. While on his way to basketball practice, he stopped to talk to some friends. This made him late, and as he dashed into the locker room, he found only Tom there. Tom hastily shoved something into his coat pocket and left without even looking at Pete. Pete guessed Tom was not staying for practice for some reason.

After the team came in to shower at the end of practice, Coach Laird called all of them together. Juan had just reported that his wallet was missing; it contained money his mother had given him to pay bills with after school. Juan's face was ashen with fear. That money meant a lot to his family. "Do any of you boys know anything about this?" the coach asked, looking from one face to another.

When he came to Pete his eyes lingered the longest; he knew that Pete had been the last one out of the locker room. Pete found it hard to look him in the eye but managed finally to do so. Then they were all dismissed.

Pete walked home, trying to decide what he should do. He knew the coach suspected him. Should he tell him what he saw Tom doing when he entered? Would the coach be-

lieve him? He knew they could not prove he had taken the wallet, because he had not. But would the coach continue to suspect him? He admired the coach very much, yet did he want to tell on Tom? Maybe he could discuss it with his dad tonight and decide what he could do tomorrow.

Feeling low when he got home, he was pleased to see the delighted look on his father's face as he entered. He was surprised his dad was home so early; Pete seldom saw him home much during the evenings, since his father worked so late. When his dad announced that he had gotten two tickets to the basketball tournament for tonight so that the two of them could go, Pete's face lit up and then fell. What was he going to do about his date with Linda and the test he had for English tomorrow? He loved basketball and hardly ever got to go with his dad, who was also a fan.

When his dad saw the look on Pete's face, he asked for an explanation. Pete feebly explained that he had a date with Linda that would be hard to break. Sounding a little disappointed, his dad said, "Well, you're making your own decisions. I know that I can get someone else to use the extra ticket if you decide not to go." With that Pete slowly went to the phone to call Linda.

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UNIT NO. 3

UNIT TITLE: A SKILLFUL DECISION MAKER AND WHY

NAME OF ACTIVITY: LIFELINE (6)

Purpose: . . To aid the students in recognizing past achievements, establishing future goals, and determining specific decisions to be made and people to be consulted in order to accomplish those goals.

A. Description:

Each student uses a line to represent his/her life. On his/her lifeline the student plots and dates past achievements, goals for the future, decisions which must be made to reach those goals, and individual people or organizations who can help them make those important decisions.

B. Preparation:

1. Be ready with extra sheets of paper and pencils for students who have forgotten them.

C. Implementation:

The group leader should preface the activity by stating that when we reach decision points, it is necessary to have defined and be aware of our goals so we may decide in a manner consistent with achieving these goals. If we do not try to match our decisions to some of the big things we want -- job, friend, marriage, etc. -- often those decisions will move us away from our goals and cause frustration and anxiety.

Instruct the students as follows: (The group leader should do this activity on the blackboard as an example to the students.)

1. With the long side of a sheet of paper towards you, draw a line through the center of the paper from left to right.

Credit: Life Planning Workshops, Herb Shepard

2. Place a dot at each end of the line.
3. Above the left hand dot put your birthdate.
4. Above the right hand dot put the date (year or age) which represents your best guess of when you will die. If you are very uncomfortable with this, you can put a question mark. The significant part of the exercise is not the two dots, but the line in between.
5. On your line put today's date in relation to when you were born and when you might die.
6. To the left of today's date, write at least one personal and one school or work (professional) accomplishment of which you are very proud. These do not need to be dated. (This activity will not be turned in. If using a personnel file for each student, this should be noted.)
7. In the right hand corner of your paper write at least one personal and one professional objective or goal you very much want to achieve or reach.
8. To the right of today's date and above the line, plot these goals and write the dates when you hope to achieve them.
9. Below the line under each goal write one decision you must make in the future to work towards these goals.
10. Under the decision write one person or group who can advise you and/or help you in making that decision.

Questions which can be asked as discussion primers are:

1. Did you find this activity difficult?
2. Have you done this before either in your head or on paper?
3. Do you think you will directly consult the person or group you listed and tell them how they can help you make an important decision?
4. Do you think your goals will change very much?
5. Have they changed much over the last few years?
6. What are some things which caused you or others you know to change their goals?

D. Evaluation:

1. Were students involved in the activity -- Did they ask questions, concentrate on their written responses, and/or complete the activity?
2. What comments were heard? ("This is dumb," "I like doing this," etc.)
3. Did the students respond enthusiastically and frankly to the discussion questions?

E. Comments:

1. If students are having a difficult time getting involved in the activity, examples may need to be given.
   a. Accomplishments proud of:
      (1) Driver's license
      (2) Maintaining a long or strong friendship
      (3) First car
      (4) School achievement -- learning something new, grades, awards, etc.
      (5) Passed a difficult class
   b. Goals:
      (1) Date I plan on getting married
      (2) Date I will graduate from high school
      (3) Date I will purchase a car or home
      (4) Date I will be working at a full time job
2. The group leader needs to be involved in the activity by drawing his own lifeline on the board as students are involved with theirs on paper and entering into the discussion after the activity.

UNIT NO. 3

UNIT TITLE: SKILLFUL DECISION MAKER AND WHY

NAME OF ACTIVITY: REASONS WHY (7)

Purpose: . . To alert students to some of their less obvious reasons for or objectives in driving.

. . To help students develop non-driving alternatives to accomplish those same objectives.

A. Description:

Students identify one driving experience and examine it to determine what they were trying to accomplish in that instance. Non-driving alternatives are developed and compared to those which include driving. Students choose the most direct and positive approach to accomplish their objectives.

B. Preparation:

Reproduce sufficient copies of "Reasons Why" worksheet for each student. (7-4)

C. Implementation:

1. Point out that frequently the driving task is used for reasons other than transportation such as venting frustration, gaining acceptance of peers, securing privacy, and many others. Often times we are not aware of all our reasons for driving and cannot then search for safer and/or more satisfying ways to achieve these objectives. An example might be a person driving fast and recklessly after a fight with a date. The primary reasons might be to vent frustration or anger; and if this reason and its risks are recognized, the person may pull over and take some means (e.g. physical exercise) to release this frustration or anger rather than risking a serious accident.
2. Distribute the "Reasons Why" sheet. Using the blackboard, give a personal example on how the sheet can be filled out. Draw the students

into this discussion by having them brainstorm what you might have wanted to accomplish in the driving experience you've noted and what your other alternatives were.

3. Have the students complete the "Reasons Why" sheet with their own experiences. When students have completed several examples on their "Reasons Why" sheets, initiate a discussion in either small groups or large groups with the students working in a round robin fashion. If they choose, have them explain their personal experiences.

D. Evaluation:

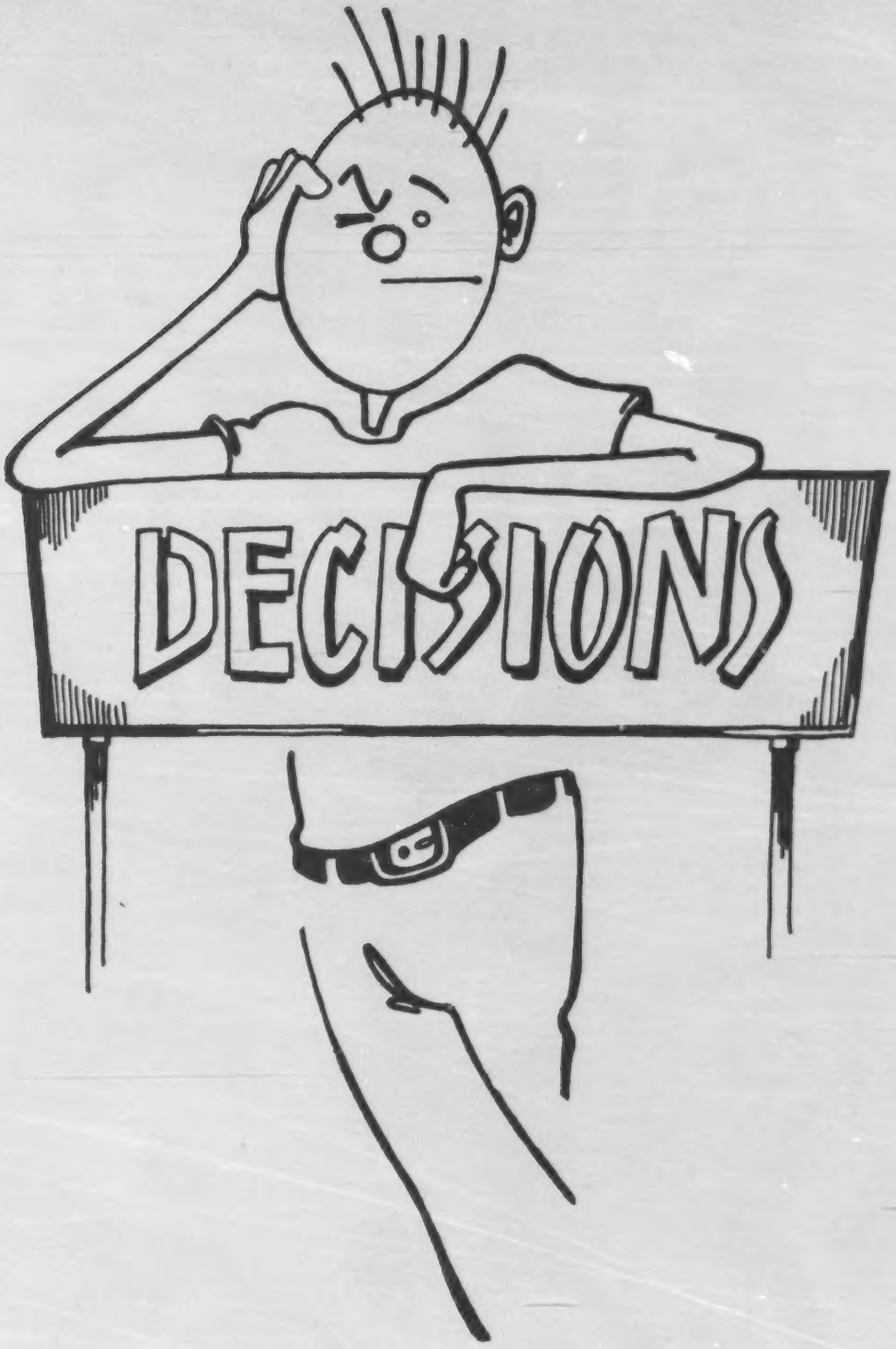
1. Did the students readily think of personal driving experiences and objectives?
2. How many alternatives did the students present for Columns 2 and 4 of the "Reasons Why" sheet?
3. Did many students admit a number of objectives for their driving of which they were not aware?
4. Were the students' reasons for driving superficial or indicative of considerable introspection?
5. Were the students' non-driving alternatives realistic and would they be likely to implement any of them?

E. Comments:

1. The group leader may need to define the terms "objectives" or "sub-conscious" and should discuss at some length what a sub-conscious objective is.
2. It is essential for frank and meaningful discussion that the group leader choose an intense personal experience as the example. If the group leader is non-committal and chooses a mediocre experience, the students will probably follow suit.
3. There are many positive and important reasons for driving, and these should be noted.

REASONS WHY

| List a couple of driving experiences you have had in the last week. | Note some of the things you hoped to accomplish during this driving experience. | Put a check next to the ones that you were aware of at the time. | Write down one other way you could have accomplished your objectives without driving. |
|---|---|---|---|
| | | | |




**UNIT 4**

**Recognizing Possible Decisions**

UNIT NO. 4

UNIT TITLE: RECOGNIZING POSSIBLE DECISIONS

NAME OF ACTIVITY: FINDING AND DEFINING DECISIONS (8)

Purpose: . . To increase the students' awareness of their decision-making possibilities.

A. Description:

Students look at one of their recent driving experiences and try to discover all the possible decisions they made or could have made. Then they determine one thing they plan on doing that day and think of all the possible decisions they might have to make.

B. Preparation:

1. Reproduce sufficient copies of "Recent Experience Sheet" for each student. (8-3)
2. The group leader should note a personal driving experience and all the decisions he/she can think of that were possible in that experience.

C. Implementation:

1. Point out to the students that we do all sorts of things automatically, not realizing that we have a choice. Either we do not spend the time to find out and define the possible decisions, or we rely on previous similar decisions to direct our actions. Our opportunities and values are always changing due to the information we receive. Where no choices existed yesterday, one may exist today and vice-versa. Yesterday's decisions may have been very good yesterday but inappropriate today.
2. The group leader should initiate the activity by using one of his own driving experiences. Note the decisions that you made and those decisions that could have been made before, during, and after the experience.

Students can then brainstorm on other possible decisions the group leader could have made.

3. Hand out the "Recent Experience Sheet" and have students write down a driving experience they have had recently and list all the decisions they made and could have made dealing with that experience.
4. Ask students to check those decisions that they could have made which might have made the outcome or experience more enjoyable.
5. Ask students to pick something they will do during the day and think of all the possible decisions they might have to make. Ask them to keep track of some of these new decisions made during the day.
6. Follow up: In the next class session, ask for volunteers to share with the rest of the class any new decisions they have had to make. Ask if they were satisfied with the decision, and, if not, what they might have done to make the experience more enjoyable.

D. Evaluation:

1. Did the students recognize a number of decisions for each situation and did they seem to attach any value to this recognition?
2. When asked the following day in class, were the students able to indicate some new decisions?

E. Comments:

This activity can be a natural lead in for an alternatives and outcomes search.

## RECENT EXPERIENCE

Note a recent experience; list all the decisions that you made leading up to, during, and after the experience. What decisions could you have made before, during, and after? Check (✓) the decisions that you could have made which might have made the outcome more enjoyable or satisfying.

RECENT EXPERIENCE: _____

_____

| BEFORE | | DURING | | AFTER | |
|---|---|---|---|---|---|
| Did Make | Could Have Made | Did Make | Could Have Made | Did Make | Could Have Made |
| | | | | | |

UNIT NO. 4

UNIT TITLE: RECOGNIZING POSSIBLE DECISIONS

NAME OF ACTIVITY: DECISIONS -- POSSIBLE AND RELATIVE IMPORTANCE (9)

Purpose: . . To determine when a decision is possible and the relative importance of certain decisions.

A. Description:

Given a list of fifteen decisions typically faced by many people today, students and the group leader check those decisions that are possible to make. They also compare those decisions to estimate the relative importance of each decision.

B. Preparation:

1. Have sufficient copies of "Decisions -- Possible and Relative Importance" for each student. (9-3)

C. Implementation:

1. Students are to complete the worksheet according to the following instructions:
   a. Possible -- Read through the decisions and place an "x" in the "Possible" column if you have any control over making that decision (i.e. it is possible for you to make that decision).
   b. Relative Importance -- Consider how much effort you would exert in making each of these decisions and write the appropriate code number (0, 1, or 2) and discuss why some students may differ.
2. When students have completed the exercise, discuss those items that were not checked (that a decision is not possible) and determine why.
3. Tally the students' coding on each decision (what decisions were rated 0, 1, or 2) and discuss why some students may differ.

Credit: Decisions and Outcomes, College Entrance Examination Board

D. Evaluation:

1. Were students able to realize:

   a. That they have control over many of the decisions that are made.

   b. Some decisions are more important than others, thus requiring greater thought and study.

E. Comments:

Students and group leader alike may want to choose a decision that they have rated as "0" and for one day study, think, and ask questions about it before deciding. The following day a discussion could center around the students' experiences -- Worthwhile? -- Tough? -- Do it again? -- Reaction of others? -- Etc.

## DECISIONS -- POSSIBLE AND RELATIVE IMPORTANCE

Everyone makes decisions daily. Some of the decisions are more important than others. Some are so important that they require thought, study, and investigation before a decision is made, while others are "automatic." Categories for defining decisions and how they are made include the following:

**0** — Not generally perceived as being under your control; where the decision is automatic or routine, where you never think about it before deciding; habitual.

**1** — Occasionally think about it before deciding.

**2** — Study, think, and ask questions about it before deciding.

The following table lists fifteen decisions typically faced by many people today. Determine after each item whether it is possible for you to make that decision. In the second column consider how you would make that decision. Write the appropriate code number (0, 1, 2) after each decision on the list. If the decision is one that is not appropriate for you, leave it blank.

| TYPICAL DECISIONS: | Possible | Relative Importance |
|---|---|---|
| 1. To get up in the morning. | 1. | |
| 2. What to eat and when. | 2. | |
| 3. To tell the truth. | 3. | |
| 4. To criticize a friend behind his back. | 4. | |
| 5. To drink alcohol. | 5. | |
| 6. To take a summer job. | 6. | |
| 7. What books to read. | 7. | |
| 8. To use drugs besides tobacco and alcohol | 8. | |
| 9. To stop at STOP signs. | 9. | |
| 10. To drive beyond the speed limit. | 10. | |
| 11. To ride a motorcycle. | 11. | |
| 12. To go to school. | 12. | |
| 13. To believe in a God. | 13. | |
| 14. Where to dispose of waste paper and wrappers. | 14. | |
| 15. What movie to see. | 15. | |

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UNIT NO. 4

UNIT TITLE: RECOGNIZING POSSIBLE DECISIONS

NAME OF ACTIVITY: EMOTIONS -- FACTS (10)

Purpose: . . To provide information concerning emotions including positive and healthy ways of releasing tensions caused by emotions.

A. Description:

This activity is primarily group leader centered and will cover the basic concepts of emotions, their effects, physical indicators of emotions, and what can be done to reduce the impact of emotions.

B. Preparation:

1. Become thoroughly familiar with this informational activity and note some examples of emotional situations that a person might experience.
2. Determine how other cultures deal with death in preparation for a discussion on how emotions are learned and the emotional diversity among cultures.
3. Develop a presentation which will draw the emotional facts from the students by questioning them and refining their answers. This approach provides more involvement for the student than a typical lecture format.

C. Implementation:

1. Emotion can be defined as a strong surge of feeling marked by an impulse to outward expression which is accompanied by complex bodily reactions. (This can be placed on the board with students given an opportunity to explain what the definition means to them.)
2. Explain emotions including the following points:
   a. Emotions are primarily influenced by conditioned visceral (internal organs such as stomach, lungs, and heart) responses.

Credit: Psychology Today, Morgan

b. Emotions are less dependent on recognizable needs and are less goal directed than motives. (A motive can be defined as need or drive that incites a person to some action or behavior.)

c. Emotions are diffused, persistent, and cumulative. (Place the three terms on the board and discuss each.)

(1) Diffused in that chemicals (hormones) released by the body glands are carried by the blood stream. This primarily affects the smooth muscle tissue, thus affecting the visceral or internal organs. (e.g. tightening of stomach, breathing faster, etc.)

(2) Persistent in that once smooth muscles are activated, they are slow to relax, because the blood must carry away the hormones. This is why the emotion or feeling lingers after the stimuli has been removed (e.g. feelings in the stomach). Unlike the skeletal muscles, the smooth muscles have no opposing muscles to extend or relax them. (e.g. action of arm -- bicep contracts moving the forearm towards the body and the opposing muscle, the tricep, contracts straightening the arm back out.)

(3) Cumulative in that they can build on each other. Emotions are learned; therefore, we have a pre-disposition or set behavior for special stimuli. Through stimulus generalization, similar cues or stimuli may cause chemical stimulation to visceral tissue before the tissue has recovered from the last stimuli; therefore, the impact of the second stimuli builds on the emotional impact of the first. (Try to solicit student examples of how one emotion builds on another.)

(a) A car pulls in front of you causing emotional build-up. Immediately following this incident, a pedestrian walks out in front of you.

(b) You encounter a slow driver in front of you. As soon as you

react to that problem you encounter road construction.

(c) A person has made a snide remark to you. Immediately following this, another person makes a similar remark.

d. To reduce the impact of the chemicals on the smooth muscle tissue, one can engage in:

(1) Physical activity to speed up the circulation of blood which will carry the chemicals out of the smooth muscle tissue (e.g. running), or

(2) Avoid stimuli that provoke intense emotions. (e.g. If being around someone really upsets you, stay away from him/her.)

e. A mood is a temporary emotional state or feeling that lasts longer and is less intense than the emotion itself. (e.g.: Depressed, mellow, comical.)

f. Temperament is persistent or continuous emotional reaction that types or characterizes a person. (e.g.: Optimistic, jolly, grouchy.)

g. Overt or outward behavior does not necessarily reflect covert or inward emotional reactions. (People differ, some people hold feelings in.)

h. Emotions are learned responses.

(1) A short discussion can be used on how other cultures deal with death to illustrate that emotions are learned. (Death in some cultures is a sad or sorrowful situation, and in other cultures it is a joyful occasion.) Many times it is extremely difficult to control some of these emotions.

i. The following are some physical indications of emotions being present: (Students can be asked how the body parts and functions are affected by emotions.)

(1) Respiration

(2) Blood pressure and circulation

(3) Skin reaction

(4) Pupils of the eye

(5) Gastro intestinal changes

(6) Erection of hair (gooseflesh reaction)

3. Six basic emotions can be used to demonstrate three emotional continuums on which people function: (Place the three continuums on the board, explain each, and solicit examples from students.)

| | |
|---|---|
| Joy - is a sense of elation or happiness in reaching a goal, satisfying a drive or achieving an experience; i.e., a release of emotional tension. → | Sorrow - is personal. It is brought about by events or circumstances beyond a person's control. It is being oblivious to or not aware of stimuli. It may cause behavior which creates more sorrow; e.g. when tired and hungry, refusing to eat or sleep. |
| Love - is the most extreme expression of a positive emotion. It is heightened when the object of this emotion returns the feeling (may be self); e.g. when a loved car responds by starting smoothly, responding, etc. → | Hate - is often equal in intensity to love. It is accompanied by jealousy or envy which seeks to destroy the hated object (may be self). |
| Anger - is aroused when a specific goal is thwarted or one is prevented from accomplishing something. It is unpleasant, unrewarding, and results from repeated frustration. Social limitations on ways of dealing with frustration aggravates the anger. Anger is a long-term emotion. → | Fear - is evoked by a sudden and intense stimuli that upsets one's environment. Often it is the result of a person being unwilling to risk failure for the possibility of greater satisfaction. e.g. More responsible job, asking for a date, offering an answer in class, etc |

D. Evaluation:

1. Were the students able and willing to bring out the emotional information or was it necessary to revert back to a lecture?

2. Did the students give personal examples of intense emotional situations?

3. Were the emotional examples offered by the students or group leader primarily negative or positive emotions?

E. Comments:

1. Numerous examples should be brought in when discussing this material. This

activity will be much more effective if the examples used are personal examples of the students and group leader and if the information can be presented in the question and answer form mentioned earlier in the activity.

2. One of the purposes of this activity is to provide information concerning emotions. Techniques for getting students involved in the activity are given in the Group Leader's Guide.

UNIT NO. 4

UNIT TITLE: RECOGNIZING POSSIBLE DECISIONS

NAME OF ACTIVITY: EMOTIONS -- FEEL WHEEL/SCAVENGER HUNT (11)

Purpose: . . To assist students in identifying and/or expressing a variety of their emotions.

. . To show how certain driving related objects or activities represent different emotions to each individual.

A. Description:

A Feel Wheel is a vehicle which assists people in identifying their emotions. Students develop their own Feel Wheels. They search the contents of their wallet/purse and/or hunt through a magazine for a symbol for each of the emotions shown on their individual Feel Wheel. Students, if they choose, share their emotional symbols with others and complete the activity by selecting a symbol for their current emotional state.

B. Preparation:

1. A classroom Feel Wheel should be constructed on a large piece of poster board with at least a 26 inch diameter so all students can see the words easily. Divide the Feel Wheel into eight sections. Determine individually or with the students, the feelings or emotions to be placed on the wheel and write them on freehanded in bold lettering. (11-6)
2. Produce sufficient blank Feel Wheels (8 1/2 x 11) for each student.
3. Procure scissors and have magazines and newspapers available which may be cut up.

C. Implementation:

1. Discuss areas or emotions on the classroom Feel Wheel.
2. Brainstorm emotions or feelings that a person normally has that have not been listed on the class wheel. Record these on the board.

3. Point out that many times people are not comfortable expressing how they feel in front of others, or they desire to be left alone. The option to have a "pass" or "private" wedge should be included in the Feel Wheel.
4. Hand out the blank Feel Wheel sheets and have students develop their own wheel with five or six emotions, feelings, or moods they normally have.
5. When students have completed their Feel Wheel, hold a short discussion on how certain things symbolize different emotions or feelings in us. Examples of things that can be held up: Car keys, gas credit card, driver's license, etc. Car keys may symbolize satisfaction. A gas credit card or a gas bill may mean frustration, because it is a reminder of how expensive a car is to run. A license may give a feeling of anxiety because too many violations may cause it to be revoked, or it may cause a feeling of happiness because of the freedom it provides.
6. Have students individually hunt through the contents of their billfold or purse for various driving related items that symbolize the emotions or feelings on their Feel Wheel.
7. If the students are unable to find enough items for each emotion on their Feel Wheel, they can tear out photographs, headlines, or slogans that symbolize their emotions. A picture of a lady with a flat tire may symbolize frustration because it is a reminder that new tires are needed but can't be afforded immediately. The picture of a car traveling down the road on a rainy night may symbolize anxiety to some students because they know they have to make a similar trip to get home that night after the ball game.
8. It should be continually emphasized that feelings cannot be judged as right or wrong, good or bad, etc., but that everyone should be able to express how he/she feels and to share these feelings with others without the fear of being "put down" or labeled.
9. Get the students together in groups of two, each one with someone he/she does not know very well. Two approaches can be used. One person can explain

all six of his symbols to his partner and then the partner does the same, or each can share the symbol he selected for satisfaction, then each share the symbol for frustration, etc. Each student should explain in detail the reason why he/she selected the symbols and give a little of the background on the selection. For instance, in showing a calendar for frustration, he/she can describe some of the dates, tensions, and impossible deadlines that it represents.

10. Get the students together in groups of four by combining two groups of two, rearranging their chairs, or having them sit on the floor as close together as possible. The object of this part of the session is to develop a larger community, building upon the relationships that have already been established in groups of two. Instruct everyone in the group to introduce his partner, then go around a second time and let everyone explain what symbol he/she would pick as a symbol of his/her own personal emotional life or feelings right at the present and why.

Variation:

1. The classroom Feel Wheel can be made including a pointer in the center of the wheel fastened with a brad. A Feel Wheel made of butcher paper can be placed over a magnetic board with the pointer some type of magnet.
2. To show intensity of certain emotions, the Feel Wheel can be colored with the lighter colors of circle being on the outer section of the wedge and the deeper colors towards the inner circle.
3. The Feel Wheel can be used in conjunction with a study of various situations or discussions in which the students are asked how they feel about a given situation, about the class, about the activity, about the group leader, etc.
4. Tell the students that they are welcome to come to the front of the room anytime they wish and turn the dial to how they are feeling at a particular

moment. Sometimes boredom will be indicated at which time it would be appropriate for the group leader to address the feeling and find out if others feel the same way. If the majority also feel bored, the group leader may want to find out why and possibly work with the students to increase enthusiasm for the particular activity. Other times, students may want to express emotions such as happiness, which indicates they feel good about the activity or something someone did or said, etc.

5. The Feel Wheel could be used by the group leader (or students) to indicate how they feel before the class begins or during the class period. For example, during the previous class several problems occurred which made the group leader mad and angry. He or she might indicate this by pointing the dial in the direction of "angry" and possibly explaining to the students why he/she feels this way. Used in this way, the activity may become a useful tool in building understanding of emotions and improving classroom involvement by students.
6. Feelings can vary in intensity rather quickly and this movement should be exhibited by allowing the students the opportunity to move their markers on their individual Feel Wheels towards the inner circle (deeper color) for increased intensity of feeling or toward the outer section of the wedge (lighter color) for decreased intensity of feeling. (This variation uses small markers, rather than the central pointer, and could be used in small group discussions with several students responding to given situations.)

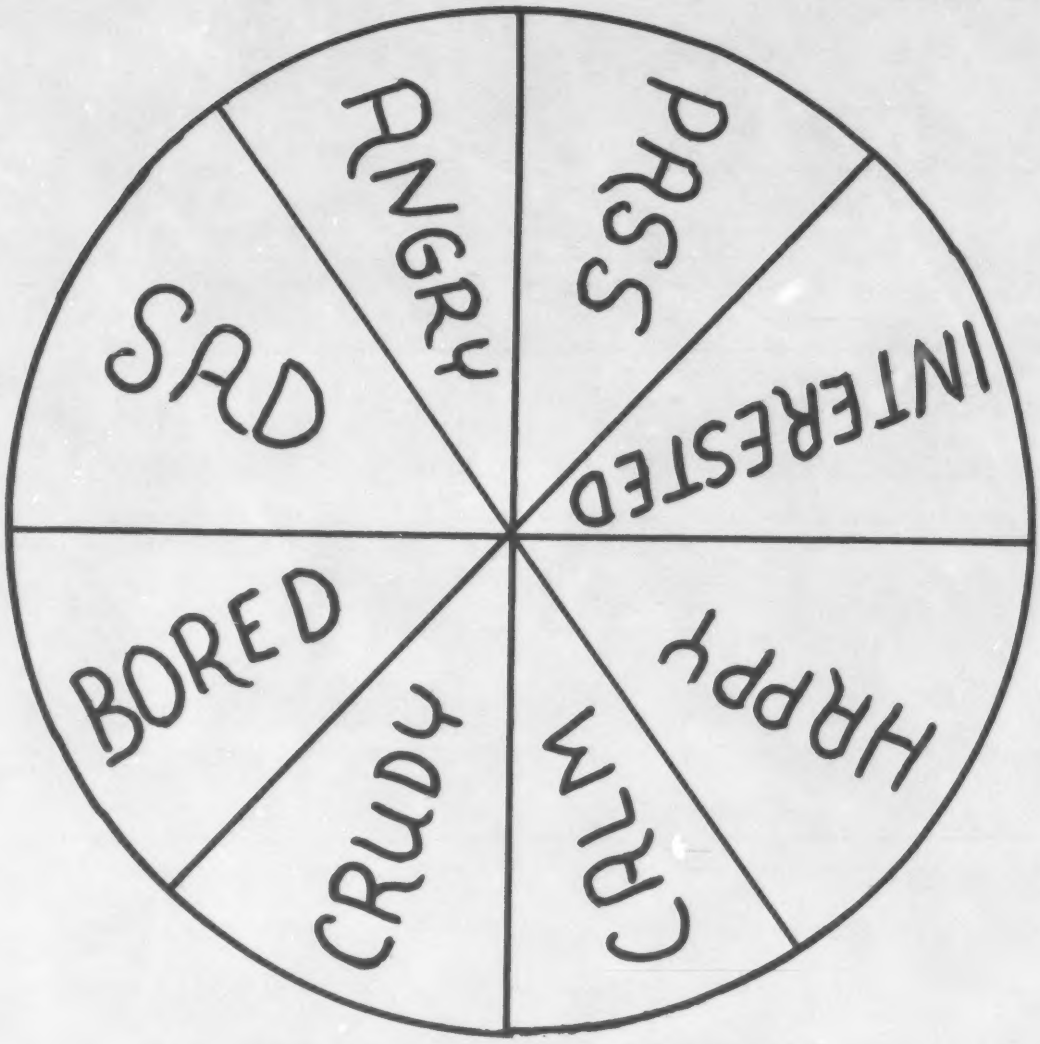
D. <u>Evaluation</u>:

1. Did students participate?
2. Were the students able to identify how certain items bring out very different emotions in fellow students?
3. Were students able to see how emotions fit into their driving and how driving fits into emotions?

E. Comments:

1. If students are having trouble identifying emotions, the following might be used:
   a. Pleasure
   b. Fear
   c. Frustration
   d. Anxiety
   e. Anger
   f. Love
2. The Feel Wheel can be used in conjunction with activity "Name It, Claim It" to help students identify the emotions pictured in that activity.

FEEL WHEEL



UNIT NO. 4

UNIT TITLE: RECOGNIZING POSSIBLE DECISIONS

NAME OF ACTIVITY: EMOTIONS -- NAME IT, CLAIM IT (12)

Purpose: . . To promote students' identification and acceptance of their emotions.

A. Description:

Individually, then in small groups, students identify personal emotional situations, the type of emotion the situation aroused in them, and how they acted in the situation.

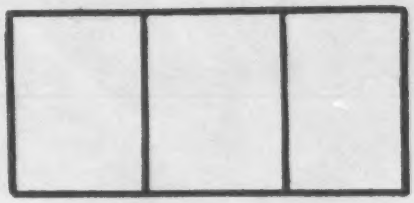
B. Preparation:

1. Try the activity sheet ahead of time to become familiar with the activity and the range of possible responses.
2. Before or during the activity, list on the blackboard the emotions given in activity no. 10 "Facts About Emotions" with an example after each.

C. Implementation:

1. Briefly introduce this session as an opportunity to talk about emotions and their effects. It should be pointed out that all of us experience emotions at various times in our lives, but each of us has unique life situations which cause our emotions and the individual ways that we express them. For example, all of us are afraid of different things (heights, dogs, speed, etc.) and may show our fear in different ways (screaming, freezing, etc.). All of us feel happiness at some time, but different things make us happy (winning a game, seeing a friend, etc.) and we react in different ways (yelling, smiling, giggling, etc.).
2. Briefly describe the emotions you had previously listed on the board with an example or situation that might cause each emotion.

3. Ask students to divide a piece of paper into three columns, as in the diagram:



4. In the first column, students should briefly describe three to five situations which cause an intense emotion for them. Keep the descriptions brief. (Point out that they will be sharing these situations in small groups.)
5. In the second column, across from the description of the situation, have the students name the emotion(s) aroused in them by each situation.
6. In the third column, instruct the students to describe how they acted in that situation. (i.e., what they did when they felt that emotion.)
7. If students have trouble getting started, an example or examples might be given similar to the ones below:

| | 1 | 2 | 3 |
|---|---|---|---|
| a. | Walking in the dark | Fear | Run/sing/talk to self |
| b. | Hitting parked car | Fear | Stop/take off |
| c. | Seeing an old friend | Joy | Hugging/kissing/shaking hands |
| d. | Fight with girl/boyfriend | Anger | Sulk/lash back |
| e. | Ignored by group | Resentful/Hurt | Pull into shell/be more outgoing |
| f. | Seeing good movie | Happy | Be more outgoing |

8. When the students have completed their emotion sheets, ask them to take turns sharing their situations, emotions, and actions in their small group. The following are small group rules which must be obeyed:
   a. No "put downs" or "cuts" allowed.
   b. Make sure there is input from everyone in the group.
   c. Allow everyone to talk.
   d. Try to get to people's feelings and emotions as well as their ideas.

e. Be open with each other -- take the chance to express your real opinion with the group.

9. When the students have completed their discussions in small groups, the group leader can note on the board the most common emotions and have students discuss some common or normal reactions to these emotions. This summarizing gives students a chance to note some similarities and differences among class members.

10. Variation: Using the same format, the group leader can lead a group discussion on:

    a. Driving situations which cause some strong emotions.

    b. The type of emotions aroused by those situations.

    c. How drivers and passengers react to those emotions.

    Emphasize individual concrete examples. (Be careful to keep students from degrading each other or parents in their examples -- keep the discussion on personal emotions and reactions.)

D. Evaluation:

1. Check to see if the students are able to get actively involved in the task and are working at writing the things down.

2. Look at how the members feel about the small group; are they:

    a. Interesting or boring?

    b. Useful or useless?

    c. Relevant or irrelevant?

    d. Enjoyable or annoying?

3. Analyze interactions within the groups:

    a. Was any group dominated by one or two people?

    b. Were students working toward consensus in their small groups either through formalized voting or discussion?

4. Do the small group discussions stay on the task or drift into gossip or "put-down" sessions?

5. Was each student able to generate at least three situations, emotions, and action sequences?

E. Comments:

This activity may occur near the beginning of the course and involve some risk of embarrassment to the individual students. The group leader should stress the value of openly expressing feelings, while also emphasizing the rules for group discussion which prohibit "put-downs." The group leader must be especially careful to abide by the rules and set an example of accepting the value of each person's emotions and actions.

UNIT NO. 4

UNIT TITLE: RECOGNIZING POSSIBLE DECISIONS

NAME OF ACTIVITY: EMOTIONS - ANXIETY (13)

Purpose: . . To give the students an opportunity to experience the physical and psychological changes that take place in an anxiety producing setting.

. . To help students explore driving situations that cause anxiety and determine when anxiety may be beneficial or detrimental.

. . To develop ways to cope with or use anxiety to advantage when driving.

A. Description:

To better understand how a person feels and acts during an emotional situation, students are placed in an anxiety producing situation. The students experience the difficulties of concentration when in this situation. The first-hand experience leads into a discussion on situations that cause anxiety, how people can cope with this anxiety, or how people can reduce or use their feelings of anxiety.

B. Preparation:

1. Prepare a discussion on how anxiety (the worry or uneasiness about what may happen) affects a person's actions.
2. Mention traffic situations that envoke anxiety. Some examples of these situations are:
   a. Driving in snow
   b. Tailgating
   c. Heavy traffic
3. Some specific traffic situations where anxiety might be beneficial should be noted. (e.g., young child at crosswalk may cause one to be anxious and and respond by slowing down.)

4. Traffic situations where anxiety is detrimental and ways of coping with or decreasing these anxious feelings should be prepared as examples.
5. Obtain sufficient balloons for each student to have two, and one ruler or pencil with a pin in it should be available for the group leader to use as a popper.

C. Implementation:

1. Introduce and define anxiety.
2. Hand out balloons and instruct students that they are to close their eyes and blow up their balloons until they pop. (The students should have their eyes closed, not only to raise their anxiety level, but also as a safety precaution.)
   a. When the students have partially blown up their balloons, have them stop a moment and ask, "Would it make a difference if you knew the exact time when the balloon would break?" "What affect does timing have in this situation?"
   b. Instruct students to close their eyes and finish blowing up the balloons until they break.
3. When students have completed breaking their balloons, ask:
   a. "Why were you afraid of the balloon popping?"
   b. "If you had never experienced a balloon breaking before, would you still have been afraid?"
4. Hand out another balloon to each student and instruct the students to blow up the balloons part way and tie the ends. Have the students hold the balloons to the back of their heads and with their free hands write down all the decisions they made yesterday or everything they ate yesterday.
5. Point out to the students that while they are working on this activity, you will be moving around the room behind them with a pin in the eraser of your pencil and that you may or may not break their balloons. To increase the students' anxiety level, the group leader can tap each balloon with the eraser side opposite

the pin. In this way the students will never be sure when a balloon will be popped. The students are to continue working on the written assignment during this time period and completely ignore the group leader.

6. The group leader should move around the room behind the students, occasionally making comments to raise the students' feelings of anxiety. Every so often he/she should pop or tap a balloon.
   a. A driving parallel may be drawn by commenting that they are driving down the road and the group leader is a tailgater coming up from the rear.
7. When the activity is completed, brainstorm their feelings.
   a. How did you feel during this activity?
   b. What were you thinking?
   c. Did you have any problems concentrating on the written assignment while I was standing behind you?
   d. Was it easier to write after your balloon was popped?
   e. Was this because the anxiety producing stimuli was removed?
   f. Physically how did you feel?
8. Ask students to identify driving situations that produce anxiety. Ask them what choices they have available to eliminate or reduce feelings of anxiety? Use the chalkboard to note situations and choices. (e.g.: Police car following, someone driving in the blind spot, slow driver in front, tailgater.)
9. Identify driving situations where anxiety may have a positive influence. (e.g.: Fighting, screaming children in the back seat causing anxiety with the response being to stop and resolve the conflict.)

D. <u>Evaluation</u>:

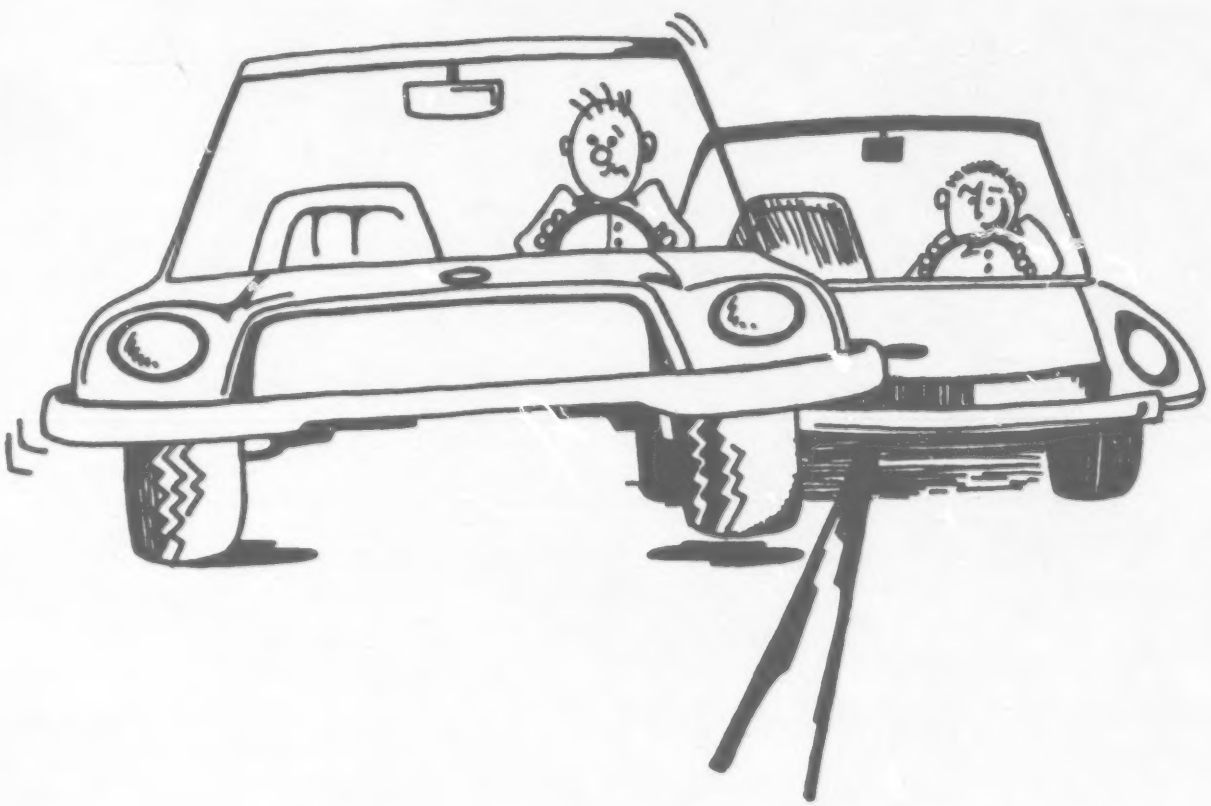
1. Were you successful in creating anxiety in the students?

2. What were some ways that the students indicated that they were or were not anxious?

3. Reread the purposes to determine which ones were accomplished.

E. Comments:

The instructor may want to devise his own anxiety producing situations, but it should always be remembered that the students' and group leader's safety are of primary concern with impact of the activity being a secondary objective.



UNIT NO. 4

UNIT TITLE: RECOGNIZING POSSIBLE DECISIONS

NAME OF ACTIVITY: DECISION: ALCOHOL (14)

Purpose: . . To raise and investigate with the students a number of alcohol related questions: To drink or not to drink, to use or abuse alcohol, and how specifically a person's use or abuse of alcohol can affect those people with whom he/she interacts.

A. Description:

Students view a film concerned with a teenage boy's attempt to make personal decisions on alcohol. Before and after the film students discuss questions pertaining to their attitudes toward alcohol and how they express these attitudes.

B. Preparation:

1. Preview the film "Decision: Alcohol" and note any good discussion questions which are not included in the activity.

C. Implementation:

1. Previous to showing the film, discuss some or all of the following questions with the students:
   a. "No drinking" should be the rule for everyone, teenagers and adults alike.
   b. Teenagers can't handle alcohol; they should wait until they're of age to drink.
   c. Teenagers should learn to handle alcohol; the best place for this is in the home.
   d. Teenagers should learn on their own to drink moderately. Any young person can handle one drink.

Credit: "Decision: Alcohol," QED Productions

e. Adolescence is too late to start; young children should be allowed sips of wine or beer with their parents.

f. Drunk drivers are criminals and should be jailed.

2. Run the film and ask the students to look for certain things during the film:

   a. How different people treat alcohol.

   b. How considerate they are of others' attitudes towards alcohol.

   c. How alcohol affects people's inter-personal relationships.

3. After the film, ask the students to imagine they are in the following film situations and to explain how they would react:

   a. Your parents just came home from a party, and they find you with a can of beer in your hand.

   b. You're a parent and have just arrived home from a party to find your son/daughter with a beer in his/her hand.

   c. Your date tries to persuade you to drink some wine at the Drive In.

   d. Your boy/girl friend's father gives you a pop while he and his son have beer.

4. Distribute the "Decision: Alcohol" questions. Have the students mentally answer the questions for themselves and for the characters in the film and then discuss all the questions or just the ones of strong interest.

5. Initiate an alternatives search on what can be done to change some of the alcohol related problems listed below:

   a. Young drivers and social drinkers with high blood alcohol levels are responsible for approximately ten thousand highway fatalities per year.

   b. Eleven thousand seven hundred deaths per year from homicide and suicide are alcohol related.

   c. The economic cost to the nation for alcoholism and problem drinking has been estimated at fifteen billion dollars per year.

6. Sum up the activity by having each student develop and then discuss his/her personal alcohol philosophy. An example would be Ellen's father's philosophy

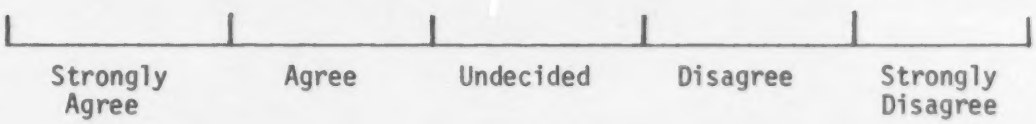
of "Drinking is no excuse for poor behavior. Drinking is fine as long as everyone acts in such a way that it does not make the rest of us uncomfortable."

D. Evaluation:

1. Were the students able to empathize with the characters in the film and thereby demonstrate some understanding of the difficulties associated with making responsible alcohol decisions?
2. Did they identify realistic alternatives for working on alcohol related problems?
3. Was each student able to express his/her personal philosophy towards alcohol?

E. Comments:

1. You may want to construct the five point scale, shown below, and use the statements from Step 1 of the Implementation section as a pre and post attitude inventory. If this is done, it must be kept on an individual basis so the students won't feel inhibited or defensive about changing their minds.




2. If students have a great deal of difficulty in noting or developing a personal alcohol philosophy, the reason for this difficulty may provide an excellent discussion topic.

## DECISION: ALCOHOL QUESTIONS

IF YOU CHOOSE NOT TO DRINK:

1. Do you have a positive reason?
2. Do you ever apologize for abstaining?
3. Do you expect others to respect your choice?
4. Do you respect a drinker's choice to drink?

IF YOU CHOOSE TO DRINK:

1. Do you have a positive reason?
2. Do you ever apologize for drinking?
3. Do you abuse alcohol?
4. Do you know the risks of drinking too much?
5. Do you respect the attitude of non-drinkers?

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UNIT NO. 4

UNIT TITLE: RECOGNIZING POSSIBLE DECISIONS

NAME OF ACTIVITY: PEER INFLUENCE (15)

Purpose: . . To help students identify situations where peer influence is strong, understand why it is so effective, and realize what alternatives are available for dealing with peer influence.

A. Description:

In small groups and individually, students will be identifying situations where they have been influenced to do something and/or where they have influenced others. Students will then determine why they were influenced by others, their feelings after being influenced, and any consequences that might have developed.

B. Preparation:

1. Several examples of positive peer influence and several of negative influence are needed.
2. Also jot down several examples of peer influence from your own life or commonly known incidents to share with the students. This sharing will help prepare students for discussing peer influence.
3. Have sufficient "Peer Pressure Pad" worksheets for each student. (15-4)

C. Implementation:

1. Begin the activity by pointing out that everyone is influenced by peers (friends, classmates, people of similar age, etc.) to some extent, either positively or negatively.
2. The group leader should bring out personal examples of peer influence.
3. Have one of the students give an example of peer influence. (This can either be a positive or negative influence.)

4. Allow the students 10-15 minutes in small groups of their choice to share incidents where they have pressured or influenced someone else or have been pressured themselves to do something. (Students will not be required to share these experiences in the large group.)
5. Call the students back into a large group and have them complete "Peer Pressure Pad" for one or more incidents. Indicate that the worksheet is personal and will not be turned in.
6. Ask for volunteers to go over any of the incidents they have written down that they would like to share with the rest of the class.
7. Possible discussion questions which could be asked are:
   a. How did it feel when you were being pressured or influenced to do something?
   b. If a person really does not want to be influenced or pressured into doing something, how might this person respond?
   c. If a person strongly believes in something, how might that individual influence others?
   d. Are all peer pressure situations negative influences?
   e. How much responsibility do you as an individual have toward others?

D. Evaluation:

1. Did students discuss peer pressure situations in the small groups or just make small talk?
2. Were some of the examples they shared realistic, or were they just parroting back what they thought the group leader wanted to hear?

E. Comments:

1. Peer influence is especially strong during the teen years (e.g. cliques, people they want to think well of them, etc.)
2. This subject area can be close to the students' lives and difficult to talk about without falling into moralizing or preaching. Time and personal examples

are needed to introduce the subject, thereby increasing the student comfort level in discussing peer influence.

3. If the small groups are not involved in pressure incidents, a recorder might be used to fill out the "Peer Pressure Pad."
4. Role playing a peer influence incident could be used. Debrief the role playing by asking:
   a. How did it feel to be pressured?
   b. Did the situation seem "real" to you? (i.e., How did you feel?)
   c. How might you react under similar circumstances?

# PEER PRESSURE PAD

What was the situation?

Note the positive and negative peer influences in the situation. Try to remember the exact comments or actions:

| POSITIVE | NEGATIVE |
|---|---|
| | |

How many people were there in the situation?

Why was peer pressure exerted?

Why did you allow peer pressure to influence you? (e.g. seeking approval)

Who was affected by the actions of the people involved or what were the consequences?

How did you feel afterwards?

What are some realistic ways that you can deal with peer pressure?

1.

2.

3.

UNIT NO. 4

UNIT TITLE: RECOGNIZING POSSIBLE DECISIONS

NAME OF ACTIVITY: ANALYSIS OF A SELECTED TELEVISION PROGRAM (16)

Purpose: . . To show how television has played an enormous role in shaping or molding people's feelings, attitude development, and behavior both in general and in traffic safety.

A. Description:

The group leader assigns two selected television programs for students to view. While viewing the programs, students answer and comment on a number of questions. A discussion is initiated the following day to bring out the different feelings generated by the programs viewed.

B. Preparation:

1. The group leader and/or students should pick two television programs to view. (Eliminate variety and news programs. Use general types of programs that have a story.)
2. Reproduce at least two copies of the questions listed below for each student.

C. Implementation:

1. Instruct students that during a designated period of time (e.g.: two days) you want them to view the two television programs chosen previously. While viewing they should answer and comment on the following questions:
   a. What type of program was it? (Comedy, mystery, etc.)
   b. During the program with which characters did you identify? Why?
   c. Which character did you have negative feelings toward? What in the program made you feel that way?
   d. What emotions were present in the program?
   e. How did you feel during the program?

f. What were some specific examples of television characters being safe or unsafe drivers, passengers, or pedestrians?

g. What attitudes or feelings did this program express and/or bring out in relation to driving?

h. What was the main point of the program you viewed?

2. In the classroom utilize a round-robin technique to bring out the different feelings caused by the television programs. Concentrate on:

a. The emotions exhibited in the programs.

b. What the students can learn about themselves by examining how they felt during and after the television programs.

c. The emphasis or lack thereof on traffic safety in television programs.

d. How the actions of television characters can influence viewers' driving behavior at different age levels.

D. Evaluation:

1. This activity is designed to help the students visualize the role of television in their attitude development and day-to-day emotional states. The group leader should ask himself these evaluation questions:

a. What kind of student reaction came from the discussion?

b. Was there a feeling of belief by the students in the ability of mass media to affect a person's feelings and actions?

c. Did students gain an understanding of television's general attitude toward traffic safety?

E. Comments:

This activity can very easily get away from the objective. Strive to keep the picture clear; you are trying to associate television with attitude development and behavior that is exhibited.

UNIT NO. 4

UNIT TITLE: RECOGNIZING POSSIBLE DECISIONS

NAME OF ACTIVITY: PETE'S DAY NO. 2 (17)

Purpose: . . To stimulate a discussion on how and/or why people make decisions.

A. Description:

Using the story of "Pete's Day," students determine the most important decisions they feel Pete made or faced and why they feel those decisions were important or critical.

B. Preparation:

1. Reproduce sufficient copies of the story "Pete's Day" (5-3 through 5-5) and the worksheet (17-3 and 17-4) for each student.

C. Implementation:

1. Give each student a copy of the story and a worksheet. Go over the explanation of the worksheet and the instructions.
2. After students have had a chance to review the story, ask them to list the five most important decisions that Pete had to make, to rank those decisions from one as the most important to five as the least important, and to note reasons for their rankings.
3. Ask for volunteers to explain their first choice (the most important decision Pete had to make) and their reasons for that ranking. When the students differ in their choices, discuss why they may differ. The purpose of surveying their choices is not to take a vote but to stimulate their thinking and to initiate a discussion on what makes a decision important.
4. Ask the students what they think Pete's final decision will be (to go to the basketball game with his dad or to meet Linda to study) and why they feel Pete will decide that way.

Credit: Decisions and Outcomes, College Entrance Examination Board

5. Open up a discussion on the pro's and con's of procrastination.
6. Raise the question: "How does one go about reversing the trend of complicating decisions?" (Where should Pete start?)

D. Evaluation:

Were the students able to rank Pete's decisions and give reasons why they felt that some of the decisions Pete faced were more important than others?

E. Comments:

There are benefits to putting off a decision when gathering more information, reaching a more stable emotional state, etc. The problem arises when this waiting changes from being a tool to a crutch to avoid decision making. Both the pro's and con's of procrastination should be discussed.

## PETE'S DAY WORKSHEET

Pete made several decisions throughout this day in his senior year of high school. He also had to face the consequences that resulted from previous decisions he had made or decisions he had put off. Here is a list of the decisions Pete made or faced:

1. Not to finish the novel before the test.
2. To put off discussing the scholarship application with his parents.
3. Not to keep up with his Contemporary Problems and study for the test.
4. To go to Gordon's party.
5. To get up too late to be on time for school.
6. To miss breakfast.
7. Not to listen to the English test review.
8. To get out of the Contemporary Problems test by going to see his counselor.
9. To meet Linda to study for the English test.
10. To go to the scholarship meeting.
11. What to do about his late application for scholarship.
12. To talk to friends rather than be on time for basketball practice.
13. Not to tell Coach Laird about Tom when asked about the wallet.
14. What to do about clearing the coach's suspicion.
15. Whether or not to tell on Tom.
16. Whether or not to tell his dad about the English test.
17. Whether or not to go to the basketball game with his dad.

From the above list of 17 decisions, choose the five most important decisions you feel Pete made or faced. List them in order of importance and after each say why you think it was an important or critical decision.

| DECISION | REASON |
|---|---|
| | |
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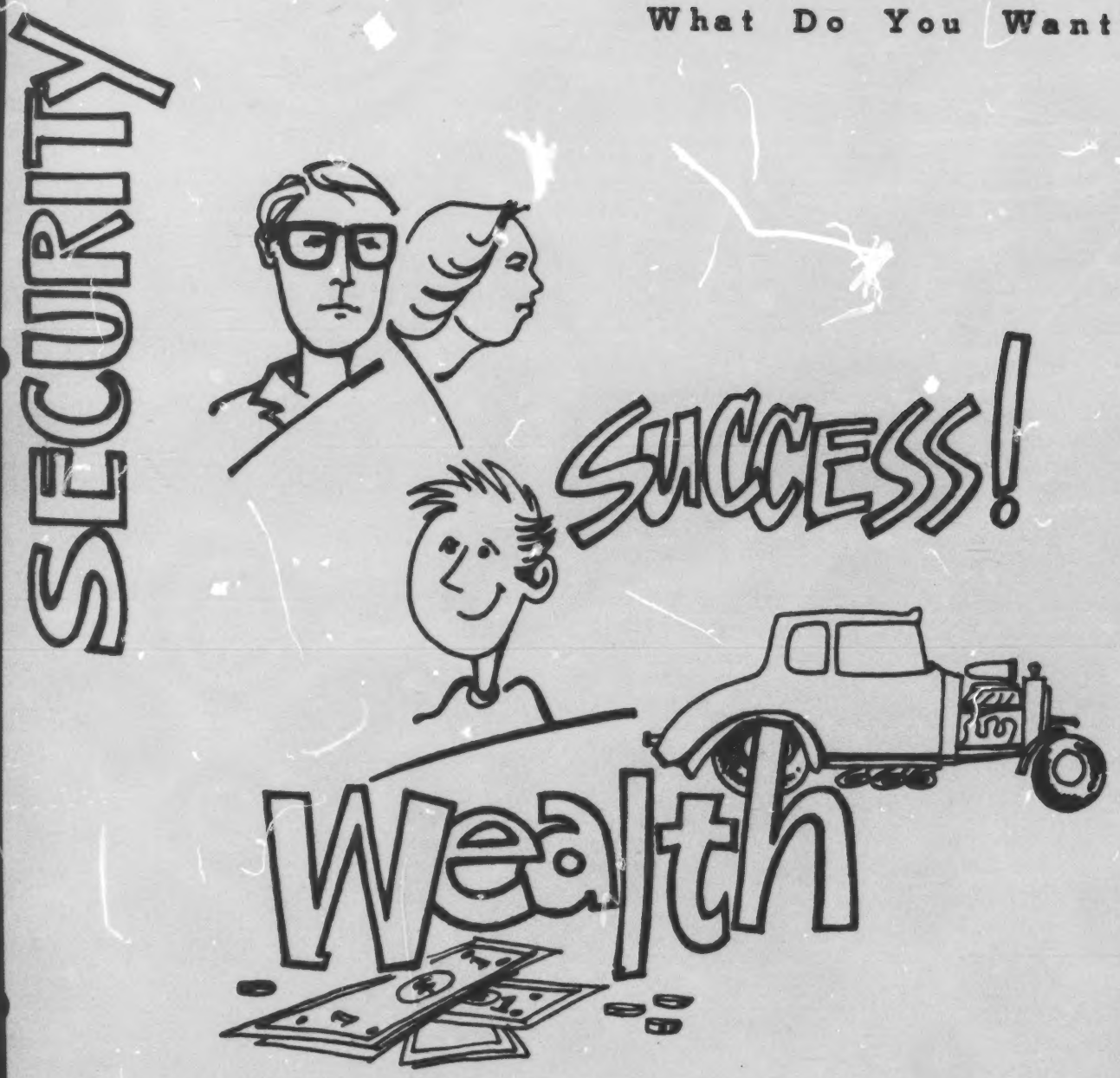
# UNIT - 5

## What is Important

## and

## What Do You Want?



UNIT NO. 5

UNIT TITLE: WHAT IS IMPORTANT AND WHAT DO YOU WANT?

NAME OF ACTIVITY: GETTING IT TOGETHER IS LIFE ITSELF (18)

Purpose: . . To offer students a starting point for a discussion on life and mental health.

A. Description:

Students view and listen to a filmstrip/tape and discuss various ideas which are presented.

B. Preparation:

1. Preview the filmstrip/tape -- "Getting It Together Is Life Itself."
2. Make sure your filmstrip/tape player has an automatic advance; if it does not, review the text carefully.

C. Implementation:

1. Present the entire filmstrip and cassette tape without interruption.
2. Ask students to comment on the parts they liked best or the parts that upset them the most.
3. Play the tape again but this time without the filmstrip. Ask the students to note two or three statements which seemed to apply or be useful to them personally.
4. When the tape is finished playing a second time, ask the students to think to themselves why they noted the statements they did.
5. (Optional) Ask students to share what statements in the filmstrip made them feel comfortable and why?

D. Evaluation:

1. Did the students listen closely to the tape?
2. Did they recognize a need for further exploration into topics presented?

Credit: "Getting It Together Is Life Itself," Educational Activities, Inc.

E. Comments:

1. A great deal of learning and increased awareness can occur without any verbal response.
2. Timing of the activity is important. You may use this activity two ways:
   a. Show filmstrip so that the class period ends as step 4 in the "Implementation" section ends. The advantage is that the students leave class impacted by the filmstrip/tape experience and ponder what it has meant to them.
   b. Show the filmstrip as a discussion primer at the beginning of a class session and use the 5th (optional) step in the "Implementation" section. The advantage of this second method is that students can become aware of individual differences and values and how similar we may be.

UNIT NO. 5

UNIT TITLE: WHAT IS IMPORTANT AND WHAT DO YOU WANT?

NAME OF ACTIVITY: BOARD OF DIRECTORS (19)

Purpose: . . To assist students in determining what effect or influence people close to them have had in establishing their individual values.

A. Description:

Students will identify important persons in their lives by developing their own "Board of Directors" and will determine how the people on their board have significantly affected what they value.

B. Preparation:

Reproduce sufficient copies of the "Board of Directors" diagram for each student. (19-5)

C. Implementation:

1. Introduce the activity by bringing out that many times it is difficult for each of us to stop and reflect on how certain people have influenced our lives. As we start having greater control of our life, it is important to recognize the people who have had the most impact on what we hold most dear. What we are going to do is to identify important people in our own life and how they have significantly affected what we individually value.
2. Hand out the "Board of Directors" diagram and point out to the students that this activity will be rather introspective and, as a result, you hope it will not be taken lightly.
3. Tell the students they will not be asked to hand in this diagram.
4. A careful explanation of the following instructions to the students should be made:

a. The rectangle represents a table and the circles represent the important

Credit: Meeting Yourself Halfway. by Sidney Simon

persons in your life or the "Board of Directors" for your life. You are the chairperson and are, therefore, at the head of the table. Please write your name in one of the circles at the end of the table.

b. Please write down in each of the remaining five (5) circles influential people in your life who have helped you decide what is and is not important. (These might be a parent, friend, teacher, coach, neighbor, etc.)

c. On the table in front of each person, write down a particular trait, characteristic, or part of their personality each person has given you which has been very influential in what you think is important (things they have said, things they have done, etc.).

d. Next to each circle, write down what you would say to each individual if he/she were here right now.

e. Place a "C" in the circle of those persons which have a current influence on your life. Place a "P" in the circle of those whose influence was in the past.

f. Using the numbers 1 - 5, rank order the people in terms of "one" being the most influential to "five" being the least influential in your life.

5. Possible discussion questions: (These should be introduced as appropriate to the flow of the discussion as it develops. Some of these questions you may just want the students to think about.)

a. Do you recognize a general trend? Do these influences flow together to help you make sense of your life?

b. Did these influences happen early in life or are they happening now?

c. Would you be satisfied today without their help?

d. What influences have you changed or directed as chairman of your board?

e. Did any of you identify negative influences? Did anyone identify positive influences?

f. How do you feel about yourself in relation to those around you?

g. Do others around you help you to make critical decisions?

h. Do you seek advice of those around you when you are trying to solve a problem?

i. Can the consequences of decisions you make be blamed on your board of directors? If not, on whom?

j. Ten or fifteen years from now, whose board of directors would you like to be on? Who would you expect to be on your board at that time? Why?

k. What characteristic or influence would you like to have next to your name?

l. What effect would a serious injury or accident to you have on your influencing them or their influencing you?

6. Tie together or sum-up the activity by pointing out that people close to us have strongly influenced what we value and that our values greatly affect how we make decisions and how we feel about decisions we have made.

D. Evaluation:

1. Did the students participate in the activity?

2. Were you able to set a serious tone for the activity without the students becoming very uncomfortable?

E. Comments:

1. The group leader needs to be involved in this activity by completing his own board of directors on the blackboard as the students are working on theirs.

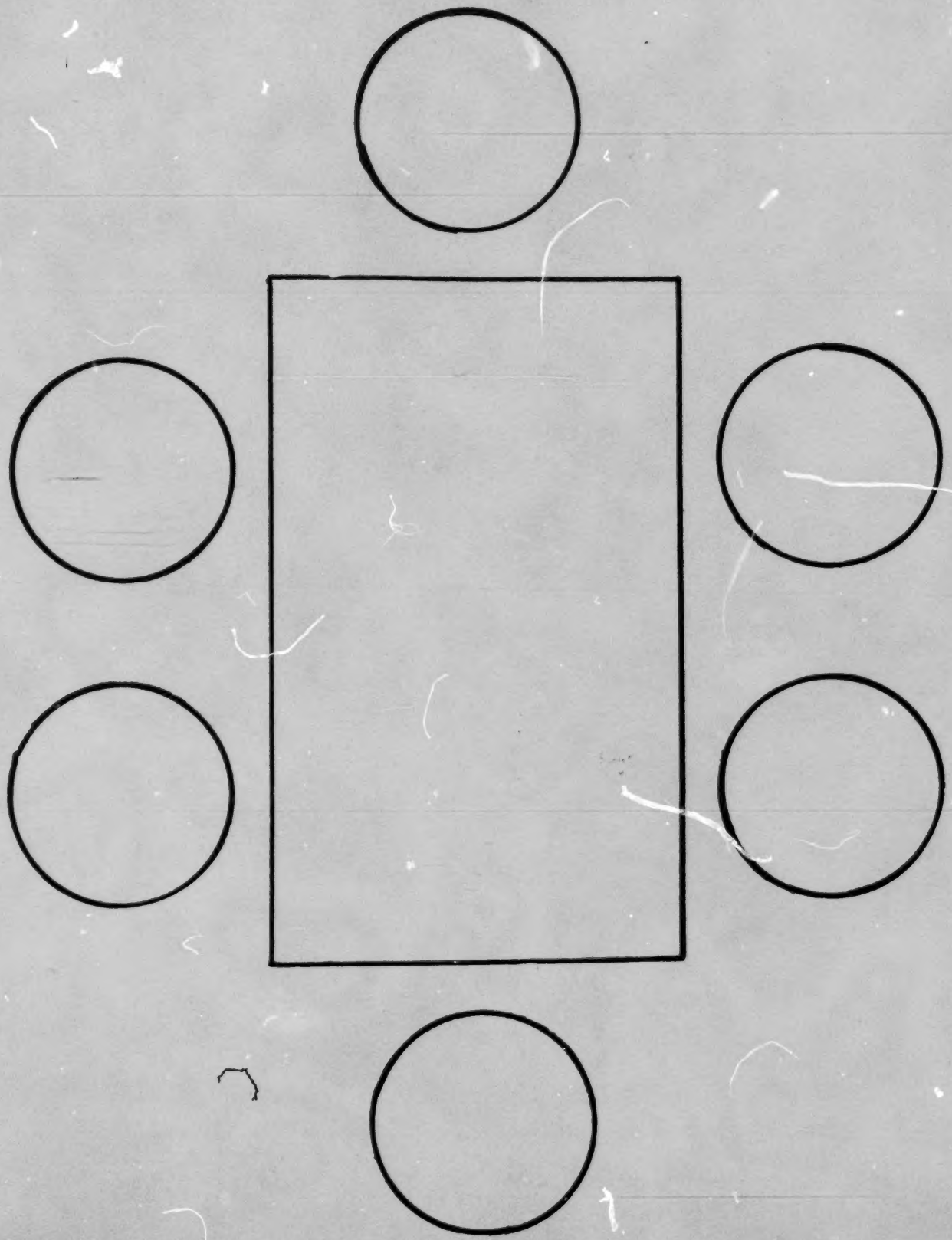
2. The group leader should use just the first letter for each name or word in his board which he does on the blackboard. If he/she writes it all out, the students spend more time reading the group leader's board than

doing their own. The students should be encouraged to write their words out, however, to increase the amount of time and thought involved.

3. This activity will require some deep thinking on the students' part. It is not intended to be a light activity; however, most students enjoy it once they become involved in it.

4. A great deal of open discussion may not take place. The group leader needs to realize that with this type of activity, although discussion has been limited, learning is still taking place on a very personal basis.

BOARD OF DIRECTORS



UNIT NO. 5

UNIT TITLE: WHAT IS IMPORTANT AND WHAT DO YOU WANT?

NAME OF ACTIVITY: HE, SHE, OR ME (20)

Purpose: . . To stimulate students to think about sex stereotyping on an individual and societal level and how stereotyping affects decision making and driving.

. . To urge students to determine methods for reducing the influence of sex stereotyping as it relates to driving.

A. Description:

Students listen to a fictional story, examine their own lives, and consider how and why traditional sex roles have affected their present value system.

Note: At this point, reading the story "X: A Fabulous Child's Story" (20-4 through 20-15) may provide a fuller understanding of this activity plan.

B. Preparation:

1. Obtain an instructor's copy of "X: A Fabulous Child's Story."
2. The story should be read over several times and at least once out loud by the group leader or a volunteer from the class the night before it is to be presented.

C. Implementation:

1. Introduce the activity to the students by saying you would like them to listen to a fictional story titled "X: A Fabulous Child's Story."
2. Begin reading the story and at designated places raise pertinent questions. (The story will take 20-25 minutes to read aloud.)

Credit: "X: A Fabulous Child's Story" by Lois Gould.
Educational Systems, Inc.

3. At the completion of the story, allow about ten minutes of questioning and discussion to help sensitize students to some of the bases and effects of sex roles. The following questions might be asked with X's probable response contrasted to the traditional male and female reactions:
   a. If X were married, who do you suppose would do most of the driving, X or the marriage partner?
   b. Who would be likely to pick out the family car to purchase?
   c. If another driver upsets X, would X be likely to be quite vocal and make obscene gestures?
4. Ask students to note a few key words on paper about three experiences, which they would be willing to share, that they have had or could have when sex roles caused or might cause them to risk personal injury in a driving related situation.
5. Ask for volunteers to share some of these experiences. No comments should be allowed from others during this sharing experience.
6. Finally, when everyone has been given an opportunity to speak, open up the discussion by using a question like these:
   a. How valuable are sex roles, and how can you tell a close friend that you won't accept a sex role or that they don't need to accept one for you?
   b. What methods can you personally use to greatly reduce or eliminate the sex role influence in driving?

D. Evaluation:

1. Were the students attentive and responsive during the story?
2. Did they indicate that they could recognize similar experiences to X's in their own lives?
3. Were the students' methods or alternatives for reducing sex role influences practical?

# X: A FABULOUS CHILD'S STORY

by Lois Gould

Once upon a time, a baby named X was born. This baby was named X so that nobody could tell whether it was a boy or a girl. Its parents could tell, of course, but they couldn't tell anybody else. They couldn't even tell Baby X, at first.

You see, it was all part of a very important Secret Scientific Xperiment, known officially as Project Baby X. The smartest scientists had set up this Xperiment at a cost of Xactly 23 billion dollars and 72 cents, which might seem like a lot for just one baby, even a very important Xperimental baby. But when you remember the prices of things like strained carrots and stuffed bunnies, and popcorn for the movies and booster shots for camp, let alone 28 shiny quarters from the tooth fairy, you begin to see how it adds up.

Also, long before Baby X was born, all those sicentists had to be paid to work out the details of the Xperiment, and to write the Official Instruction Manual for Baby X's parents, and, most important of all, to find the right set of parents to bring up Baby X. These parents had to be selected very carefully. Thousands of volunteers had to take thousands of tests and answer thousands of tricky questions. Almost everybody failed because, it turned out, almost everybody really wanted either a baby boy or a baby girl, and not Baby X at all. Also, almost everybody was afraid that a Baby X would be a lot more trouble than a boy or a girl. (They were probably right, the scientists admitted, but Baby X needed parents who wouldn't mind the Xtra trouble.)

There were families with grandparents named Milton and Agatha, who didn't see why the baby couldn't be named Milton or Agatha instead of X, even if it was an X. There were families with aunts who insisted on knitting tiny dresses and uncles who insisted on sending tiny baseball mitts. Worst of all, there were families that already had other children who couldn't be trusted to keep the secret. Certainly not if they knew the secret was worth 23 billion dollars and 72 cents --

and all you had to do was take one little peek at Baby X in the bathtub to know if it was a boy or a girl.

(Question -- If you could determine your children's sex, would you, and, if so, what would you choose?)

But, finally, the scientists found the Joneses, who really wanted to raise an X more than any other kind of baby -- no matter how much trouble it would be. Ms. and Mr. Jones had to promise they would take equal turns caring for X, and feeding it, and singing it lullabies. And they had to promise never to hire any babysitters. The government scientists knew perfectly well that a babysitter would probably peek at X in the bathtub, too.

The day the Joneses brought their baby home, lots of friends and relatives came over to see it. None of them knew about the secret Xperiment, though. So the first thing they asked was what kind of a baby X was. When the Joneses smiled and said, "It's an X!" nobody knew what to say. They couldn't say, "Look at her cute little dimples!" And they couldn't say, "Look at his husky little biceps!" And they couldn't even say just plain "kitchy-coo." In fact, they all thought the Joneses were playing some kind of rude joke.

But, of course, the Joneses were not joking. "It's an X" was absolutely all they would say. And that made the friends and relatives very angry. The relatives all felt embarrassed about having an X in the family. "People will think there's something wrong with it!" some of them whispered. "There is something wrong with it!" others whispered back.

"Nonsense!" the Joneses told them all cheerfully. "What could possibly be wrong with this perfectly adorable X?"

Nobody could answer that, except Baby X, who had just finished its bottle. Baby X's answer was a loud, satisfied burp.

Clearly, nothing at all was wrong. Nevertheless, none of the relatives felt comfortable about buying a present for a Baby X. The cousins who sent the baby a tiny foot-

ball helmet would not come and visit any more. And the neighbors who sent a pink flowered romper suit pulled their shades down when the Joneses passed their house.

The Official Instruction Manual had warned the new parents that this would happen, so they didn't fret about it. Besides, they were too busy with Baby X and the hundreds of different Xercises for treating it properly.

Ms. and Mr. Jones had to be Xtra careful about how they played with little X. They knew that if they kept bouncing it up in the air and saying how strong and active it was, they'd be treating it more like a boy than an X. But if all they did was cuddle it and kiss it and tell it how sweet and dainty it was, they'd be treating it more like a girl than an X.

(Question -- What should they do?)

On page 1,654 of the Official Instruction Manual, the scientists prescribed: "plenty of bouncing and plenty of cuddling, both. X ought to be strong and sweet and active. Forget about dainty altogether."

Meanwhile, the Joneses were worrying about other problems. Toys, for instance, and clothes. On his first shopping trip, Mr. Jones told the store clerk, "I need some clothes and toys for my new baby." The clerk smiled and said, "Well, now, is it a boy or a girl?" "It's an X," Mr. Jones said, smiling back. But the clerk got all red in the face and said huffily, "In that case, I'm afraid I can't help you, sir." So Mr. Jones wandered helplessly up and down the aisles trying to find what X needed. But everything in the store was piled up in sections marked "Boys" or "Girls." There were "Boys' Pajamas" and "Girls' Underwear" and "Boys' Fire Engines" and "Girls' Housekeeping Sets." Mr. Jones went home without buying anything for X. That night he and Ms. Jones consulted page 2,326 of the Official Instruction Manual. "Buy plenty of everything!" it said firmly.

X: A FABULOUS CHILD'S STORY (4)

(Question -- What side does a boy or girl's shirt/blouse button on?)

So they bought plenty of sturdy blue pajamas in the Boys' Department and cheerful flowered underwear in the Girls' Department. And they bought all kinds of toys. A boy doll that made pee-pee and cried, "Pa Pa." And a girl doll that talked in three languages and said, "I am the Pres-i-dent of Gen-er-al Mo-tors." They also bought a storybook about a brave princess who rescued a handsome prince from his ivory tower, and another one about a sister and brother who grew up to be a baseball star and a ballet star, and you had to guess which was which.

(Question -- Boys, when did you get your first doll, and, girls, when did you get your first pair of football shoes?)

The head scientists of Project Baby X checked all their purchases and told them to keep up the good work. They also reminded the Joneses to see page 4,629 of the Manual, where it said, "Never make Baby X feel embarrassed or ashamed about what it wants to play with. And if X gets dirty climbing rocks, never say, 'Nice little Xes don't get dirty climbing rocks.'"

Likewise, it said, "If X falls down and cries, never say, 'Brave little Xes don't cry.' Because, of course, nice little Xes do get dirty, and brave little Xes do cry. No matter how dirty X gets, or how hard it cries, don't worry. It's all part of the Xperiment."

(Question -- Why do males frequently turn their feelings of sadness or sorrow into anger? Ways of expressing emotions is the key.)

Whenever the Joneses pushed Baby X's stroller in the park, smiling strangers would come over and coo: "Is that a boy or a girl?" The Joneses would smile back and say, "It's an X." The strangers would stop smiling then, and often snarl something nasty -- as if the Joneses had snarled at them.

By the time X grew big enough to play with other children, the Joneses' troubles

had grown bigger, too. Once a little girl grabbed X's shovel in the sandbox, and zonked X on the head with it. "Now, now, Tracy," the little girl's mother began to scold, "little girls mustn't hit little --" and she turned to ask X, "Are you a little boy or a little girl, dear?"

Mr. Jones, who was sitting near the sandbox, held his breath and crossed his fingers.

X smiled politely at the lady, even though X's head had never been zonked so hard in its life. "I'm a little X," X replied.

"You're a what?" the lady exclaimed angrily. "You're a little b-r-a-t, you mean!"

"But little girls mustn't hit little Xes, either!" said X, retrieving the shovel with another polite smile. "What good does hitting do, anyway?"

X's father, who was still holding his breath, finally let it out, uncrossed his fingers, and grinned back at X.

And at their next secret Project Baby X meeting, the scientists grinned, too; Baby X was doing fine.

(Question -- Are fights more acceptable among males than females? Why?)

But then it was time for X to start school. The Joneses were really worried about this, because school was even more full of rules for boys and girls, and there were no rules for Xes. The teacher would tell boys to form one line and girls to form another line. There would be boys' games and girls' games, and boys' secrets and girls' secrets. The school library would have a list of recommended books for girls and a different list of recommended books for boys. There would even be a bathroom marked "Boys" and another one marked "Girls." Pretty soon boys and girls would hardly talk to each other. What would happen to poor little X?

The Joneses spent weeks consulting their Instruction Manual (there were 249 1/2 pages of advice under "First Day of School"), and attending urgent special conferences

with the smart scientists of Project Baby X.

The scientists had to make sure that X's mother had taught X how to throw and catch a ball properly, and that X's father had been sure to teach X what to serve at a doll's tea party. X had to know how to shoot marbles and how to jump rope and most of all, what to say when the other children asked whether X was a boy or a girl.

Finally, X was ready. The Joneses helped X button on a nice new pair of red and white checked overalls, and sharpened six pencils for X's nice new pencil box, and marked X's name clearly on all the books in its nice new book bag. X brushed its teeth and combed its hair, which just about covered its ears, and remembered to put a napkin in its lunchbox.

The Joneses had asked X's teacher if the class could line up alphabetically, instead of forming separate lines for boys and girls. And they had asked if X could use the principal's bathroom because it wasn't marked anything except "Bathroom." X's teacher promised to take care of all these problems, but nobody could help X with the biggest problem of all -- other children.

Nobody in X's class had ever known an X before. What would they think? How would X make friends?

You couldn't tell what X was by studying its clothes -- overalls don't even button right-to-left like girls' clothes or left-to-right like boys' clothes. And you couldn't guess whether X had a girl's short haircut or a boy's long haircut. And it was very hard to tell by the games X liked to play. Either X played ball very well for a girl, or else X played house very well for a boy.

Some of the children tried to find out by asking tricky questions, like "Who's your favorite sports star?" That was easy. X had two favorite sports stars: A girl jockey named Robyn Smith and a boy archery champion named Robin Hood. Then they asked, "What's your favorite TV program?" And that was even easier. X's favorite TV program was "Lassie," which stars a girl dog played by a boy dog.

When X said that its favorite toy was a doll, everyone decided that X must be a

girl. But then X said that the doll was really a robot, and that X had computerized it, and that it was programmed to bake fudge brownies and then clean up the kitchen. After X told them that, the other children gave up guessing what X was. All they knew was they'd sure like to see X's doll.

After school, X wanted to play with the other children. "How about shooting some baskets in the gym?" X asked the girls. But all they did was make faces and giggle behind X's back.

"How about weaving some baskets in the arts and crafts room?" X asked the boys. But they all made faces and giggled behind X's back, too.

That night, Ms. and Mr. Jones asked X how things had gone at school. X told them sadly that the lessons were okay, but otherwise school was a terrible place for an X. It seemed as if other children would never want an X for a friend.

Once more, the Joneses reached for their Instruction Manual. Under "other children," they found the following message: "What did you Xpect? Other children have to obey all the silly boy-girl rules, because their parents taught them to. Lucky X -- you don't have to stick to the rules at all! All you have to do is be yourself. P. S. We're not saying it'll be easy."

X liked being itself. But X cried a lot that night, partly because it felt afraid. So X's father held X tight, and cuddled it, and couldn't help crying a little, too. And X's mother cheered them both up by reading an Xciting story about an enchanted prince called Sleeping Handsome, who woke up when Princess Charming kissed him.

The next morning, they all felt much better, and little X went back to school with a brave smile and a clean pair of red-and-white checked overalls.

There was a seven-letter-word spelling bee in class that day. And a seven-lap boys' relay race in the gym. And a seven layer-cake baking contest in the girls' kitchen corner. X won the spelling bee. X also won the relay race. And

X almost won the baking contest, except it forgot to light the oven. Which only proves that nobody's perfect.

One of the other children noticed something else, too. He said: "Winning or losing doesn't seem to count to X. X seems to have fun being good at boys' skills and girls' skills.

(Question -- Is winning more important to males than females? In what areas is it acceptable for females to excel?)

"Come to think of it," said another one of the other children, "maybe X is having twice as much fun as we are!"

So after school that day, the girl who beat X at the baking contest gave X a big slice of her prizewinning cake. And the boy X beat in the relay race asked X to race him home.

From then on, some really funny things began to happen. Susie, who sat next to X in class, suddenly refused to wear pink dresses to school anymore. She insisted on wearing red and white checked overalls -- just like X's. Overalls, she told her parents, were much better for climbing monkey bars.

Then Jim, the class football nut, started wheeling his little sister's doll carriage around the football field. He'd put on his entire football uniform, except for the helmet. Then he'd put the helmet in the carriage, lovingly tucked under an old set of shoulder pads. Then he'd started jogging around the field, pushing the carriage and singing "Rockaby Baby" to his football helmet. He told his family that X did the same thing, so it must be okay. After all, X was now the team's star quarterback.

Susie's parents were horrified by her behavior, and Jim's parents were worried sick about his. But the worst came when the twins, Joe and Peggy, decided to share everything with each other. Peggy used Joe's hockey skates, and his microscope, and took half his newspaper route. Joe used Peggy's needlepoint kit, and her cookbooks, and took two of her three babysitting jobs. Peggy started running the lawn mower, and

Joe started running the vacuum cleaner.

Their parents weren't one bit pleased with Peggy's wonderful biology experiments or with Joe's terrific needlepoint pillows. They didn't care that Peggy mowed the lawn better, and that Joe vacuumed the carpet better. In fact, they were furious. It's all that little X's fault, they agreed. Just because X doesn't know what it is or what it's supposed to be, it wants to get everybody else mixed up, too!

(Question -- Why did the parents fear X?)

Peggy and Joe were forbidden to play with X anymore. So was Susie, and then Jim, and then all the other children. But it was too late; the other children stayed mixed up and happy and free and refused to go back to the way they'd been before X.

Finally, Joe and Peggy's parents decided to call an emergency meeting of the school's Parents' Association to discuss "The X Problem." They sent a report to the principal stating that X was a "disruptive influence." They demanded immediate action. The Joneses, they said, should be forced to tell whether X was a boy or a girl. And then X should be forced to behave like whichever it was. If the Joneses refused to tell, the Parents' Association said, then X must take an Xamination. The school psychiatrist must Xamine it physically and mentally and issue a full report. If X's test showed it was a boy, it would have to obey all the boys' rules. If it proved to be a girl, X would have to obey all the girls' rules.

And if X turned out to be some kind of mixed-up misfit, then X should be X-pelled from the school. Immediately!

The principal was very upset. Disruptive influence? Mixed-up misfit? But X was an Xcellent student. All the teachers said it was a delight to have X in their classes. X was president of the student council. X had won first prize

in the talent show, and second prize in the art show, and honorable mention in the science fair, and six athletic events on field day, including the potato race.

Nevertheless, insisted the Parents' Association, X is a problem child. X is the biggest problem child we have ever seen!

So the principal reluctantly notified X's parents that numerous complaints about X's behavior had come to the school's attention. And that after the psychiatrist's Xamination, the school would decide what to do about X.

The Joneses reported this at once to the scientists, who referred them to page 85,759 of the Instruction Manual. "Sooner or later," it said, "X will have to be X-amined by a psychiatrist. This may be the only way any of us will know for sure whether X is mixed up -- or whether everyone else is."

The night before X was to be Xamined, the Joneses tried not to let X see how worried they were. "What if --?" Mr. Jones would say. And Ms. Jones would reply, "No use worrying." Then a few minutes later, Ms. Jones would say, "What if--?" And Mr. Jones would reply, "No use worrying."

X just smiled at them both, and hugged them hard, and didn't say much of anything. X was thinking. What if--? And then X thought: No use worrying.

At Xactly 9 o'clock the next day, X reported to the school psychiatrist's office. The principal, along with a committee from the Parents' Association, X's teacher, X's classmates, and Ms. and Mr. Jones, waited in the hall outside. Nobody knew the details of the tests X was to be given, but everybody knew they'd be very hard, and that they'd reveal Xactly what everyone wanted to know about X, but were afraid to ask.

It was terribly quiet in the hall. Almost spooky. Once in a while, they would hear a strange noise inside the room. There were buzzes. And a beep or two. And several bells. An occasional light would flash under the door. The Joneses thought it was a white light, but the principal thought it was blue. Two or three children swore it was either yellow or green. And the Parents' Committee missed it completely.

(Question -- What questions would you ask X?)

Through it all, you could hear the psychiatrist's low voice, asking hundreds of questions, and X's higher voice, answering hundreds of answers.

The whole thing took so long that everyone knew it must be the most complete Xamination anyone had ever had to take. Poor X, the Joneses thought. Serves X right, the Parents' Committee thought. I wouldn't like to be in X's overalls right now, the children thought.

At last, the door opened. Everyone crowded around to hear the results. X didn't look any different; in fact, X was smiling. But the psychiatrist looked terrible. He looked as if he was crying! "What happened?" everyone began shouting. Had X done something disgraceful? "I wouldn't be a bit suprised!" muttered Peggy and Joe's parents. "Did X flunk the whole test?" cried Susie's parents, "Or just the most important part?" yelled Jim's parents.

"Oh, dear," sighed Mr. Jones.

"Oh, dear," sighed Ms. Jones.

"Sssh," ssshed the principal. "The psychiatrist is trying to speak."

Wiping his eyes and clearing his throat, the psychiatrist began, in a hoarse whisper. "In my opinion," he whispered -- you could tell he must be very upset -- "in my opinion, young X here --"

"Yes? Yes?" shouted a parent impatiently.

"Sssh!" ssshed the principal.

"Young Sssh here, I mean young X," said the doctor, frowning, "is just about --"

"Just about what? Let's have it!" shouted another parent.

". . . just about the least mixed-up child I've ever Xamined!" said the psychiatrist.

"Yay for X!" yelled one of the children. And then the others began yelling, too. Clapping and cheering and jumping up and down.

"SSSH!" SSShed the principal, but nobody did.

The Parents' Committee was angry and bewildered. How could X have passed the whole Xamination? Didn't X have an identity problem? Wasn't X mixed up at all? Wasn't X any kind of a misfit? How could it not be, when it didn't even know what it was? And why was the psychiatrist crying?

Actually, he had stopped crying and was smiling politely through his tears. "Don't you see?" he said. "I'm crying because it's wonderful! X has absolutely no identity problem! X isn't one bit mixed up! As for being a misfit -- ridiculous! X knows perfectly well what it is! Don't you, X?" The doctor winked. X winked back.

"But what is X?" shrieked Peggy and Joe's parents. "We still want to know what it is!"

"Ah, yes," said the doctor, winking again. "Well, don't worry. You'll all know one of these days. And you won't need me to tell you."

"What? What does he mean?" some of the parents grumbled suspiciously.

Susie and Peggy and Joe all answered at once. "He means that by the time X's sex matters, it won't be a secret anymore!"

With that, the doctor began to push through the crowd toward X's parents. "How do you do," he said, somewhat stiffly. And then he reached out to hug them both. "If I ever have an X of my own," he whispered, "I sure hope you'll lend me your Instruction Manual. Needless to say, the Joneses were very happy. The Project Baby X scientists were rather pleased, too. So were Susie, Jim, Peggy, Joe, and all the other children. The Parents' Association wasn't, but they had promised to accept the psychiatrist's report and not make any more trouble. They even invited Ms. and Mr. Jones to become honorary members, which they did.

Later that day, all X's friends put on their red and white checked overalls and went over to see X. They found X in the back yard playing with a very tiny baby that none of them had ever seen before. The baby was wearing very tiny red and white checked overalls.

X: A FABULOUS CHILD'S STORY (13)

"How do you like our new baby?" X asked the other children proudly.

"It's got cute dimples," said Jim.

"It's got husky biceps, too," said Susie.

"What kind of baby is it?" asked Joe and Peggy.

X frowned at them. "Can't you tell?" Then X broke into a big, mischievous grin. "It's a Y!"

UNIT NO. 5

UNIT TITLE: WHAT IS IMPORTANT AND WHAT DO YOU WANT?

NAME OF ACTIVITY: TWENTY THINGS YOU LOVE TO DO (21)

Purpose: . . To help students examine their most prized and cherished activities so that they can answer the question, "Am I really getting what I want out of my life?"

A. Description:

Students determine a number of things in their lives that they really enjoy doing. They code and rank this list in a variety of ways. They complete sentence stems to summarize what they have learned or re-learned about themselves or their values.

B. Preparation:

1. Have a piece of paper for each student and have extra pencils ready.

C. Implementation:

1. Hand out pieces of paper to the students and ask them to write the numbers from 1 to 20 down the middle of the sheet.
2. Instruct students to make a list to the right of the numbers of twenty things in life that they love to do. You might comment:
   a. These can be big things in life or little things.
   b. You might want to think in terms of seasons of the year.
3. Develop your own list as the students do theirs.
4. As you reach the end of your list, you might tell the students that they can have more than twenty items or fewer than twenty items on their lists.
5. When the students have completed their lists, instruct them to use the left hand side of their papers to code their lists in the following manner,

Credit: Values Clarification by Simon, Howe and Kirschenbaum

noting that each item may be coded more than once (You may want to put this information on the blackboard or have a hand out coding sheet.):

a. A dollar sign ($) is to be placed beside any item which costs more $5 each time it is done.

b. The five most enjoyable activities should be ranked from 1 to 5. The best loved activity should be numbered 1, the second best 2, and so on.

c. Use the code letters MT for items which you think you will want to devote increasingly MORE TIME to in the years to come.

d. Choose three (3) items which you want to become really better at doing. Put the letter B next to these items.

e. Mark with a V those things you have done within the last two weeks.

5. Ask the students to think for a minute about what they have just learned or re-learned about themselves and their values during this activity.

6. Ask the students to use one of the following sentence stems to share their feelings with the group:

a. I learned that I . . .

b. I noticed that I . . .

c. I discovered that I . . .

d. I was pleased that I . . .

e. I was surprised that I . . .

7. Solicit volunteers to start the sharing experience. Avoid discussion which interrupts the free flow of "I learned" statements. This should be a comfortable sharing experience rather than a time to defend individual values.

8. The students should be reassured that there are no right or wrong answers.

9. Summarize the activity by pointing out that a person who simply settles for whatever comes his way, rather than pursuing his own goals, is probably not living a life based upon his own freely chosen values.

D. Evaluation:

1. Did the "I learned" statement flow or was it necessary to pull each one from the students?
2. Did the statements indicate a commitment or desire by the students to bring their actions and values closer together?

E. Comments:

Involvement by the group leader in this activity is essential, fun, and beneficial.

UNIT NO. 5

UNIT TITLE: WHAT IS IMPORTANT AND WHAT DO YOU WANT?

NAME OF ACTIVITY: DETERMINING VALUES AND GOALS (22)

Purpose: . . To help students examine and test some of their values to see if those values are truly important to them or if they are just transitory opinions.

. . To assist students in setting individual goals and developing a plan of action for achieving them.

A. Description:

Students use three worksheets to determine what they prize or cherish and how their values may differ from those of other people. They also complete a "maze" worksheet on setting goals and steps necessary to accomplish those goals.

B. Preparation:

1. Obtain or reproduce sufficient copies of the three worksheets for each student.
   a. "What Do You Want?" (22-4)
   b. "What Would You Do If . . .?" (22-5)
   c. "Taking Action" (22-6)

C. Implementation:

1. Hand out Activity Sheet No. 1 -- "What Do You Want?"
2. Point out that no one is going to judge what they say or evaluate the way in which they complete their worksheet.
3. When students have completed Activity Sheet No. 1, ask:
   a. How did you decide what you wanted most in life? What criteria did you use?

Credit: Decisions and Outcomes, College Entrance Examination Board
Deciding For Myself: A Values Clarification Series, Wayne Paulson

b. What was most revealing to you -- having to think about what you wanted most in life or thinking about what you had done about those wants?

c. Are any of the things you've done in the past three days related to what you said you wanted most in life? If not, does this change your decision about what you want most in life?

3. Hand out Activity Sheet No. 2 -- "What Would You Do If . . .?" and have students fantasize what they would do in each of the three situations. When students have completed the sheet, write some of the actions on the board. The following are questions that could be asked concerning the three areas:

a. As principal -- Why do different students suggest different things in this position?

b. With money and time -- What does your proposed use of money and time mean to you? (e.g., Travel -- What would you gain from traveling and why is it important to you? Students need to realize the connection between what they really value and what they choose to do.)

4. Hand out Activity Sheet No. 3 -- "Taking Action" and instruct students that they are to set and/or state one goal that they personally want to achieve. Ask them to determine the steps that need to be completed in working toward that goal.

a. When students have completed the maze, ask for volunteers to comment on a goal they set and the steps they could take which would lead them to that goal. This is a sharing activity where students might be able to assist others in determining the steps necessary.

D. Evaluation:

Were students able to fantasize in Activity Sheet No. 2? Did inconsistencies between actions and goals disturb the students?

E. Comments:

1. The primary purpose in having students speak out is to show that some students

have already set their goals and determined how they are going to achieve them. Hopefully this will assist others in determining what they value and want.

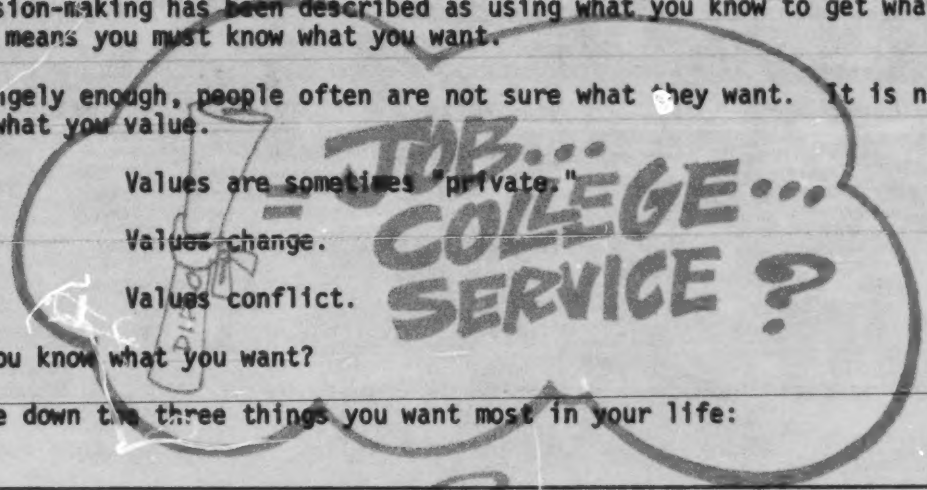
2. It is important not to make any kind of judgment on the students' values and goals but instead support the process of valuing.
3. The group leader needs to be involved in these activities by completing his/her own copies.

## ACTIVITY SHEET NO. 1

## WHAT DO YOU WANT?

Decision-making has been described as using what you know to get what you want. This means you must know what you want.

Strangely enough, people often are not sure what they want. It is not easy to say what you value.




Values are sometimes "private."

Values change.

Values conflict.

Do you know what you want?

Write down the three things you want most in your life:

1. _____

2. _____

3. _____

What are you doing to get what you want?

Write down an action you have taken lately that is related to each thing you listed above:

1. _____

2. _____

3. _____

Write down the three most important things you have done in the last three days and the reasons you did them:

1. _____

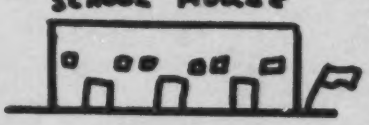
2. _____

3. _____

## ACTIVITY SHEET NO. 2

## WHAT WOULD YOU DO IF . . . ?

Thinking about what you would do in each of the situations below may help you discover what you want and value. Write three actions you would take if:




You were the Principal of this high school.

1. _____

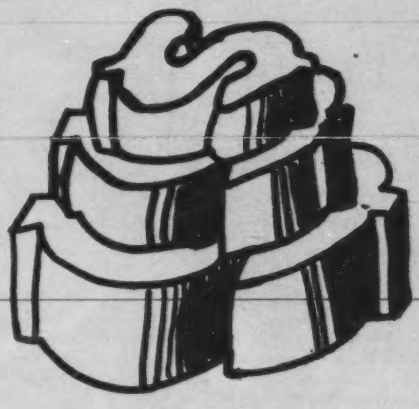
_____

2. _____

_____

3. _____

_____



You were given $1,000,000.

1. _____

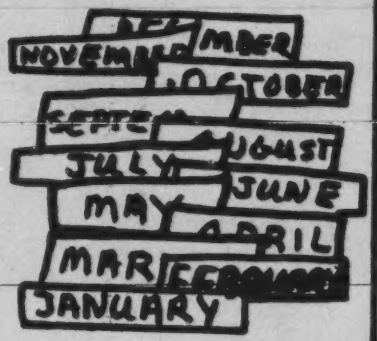
_____

2. _____

_____

3. _____

_____




You could do anything you wanted for one year.

1. _____

_____

2. _____

_____

3. _____

_____

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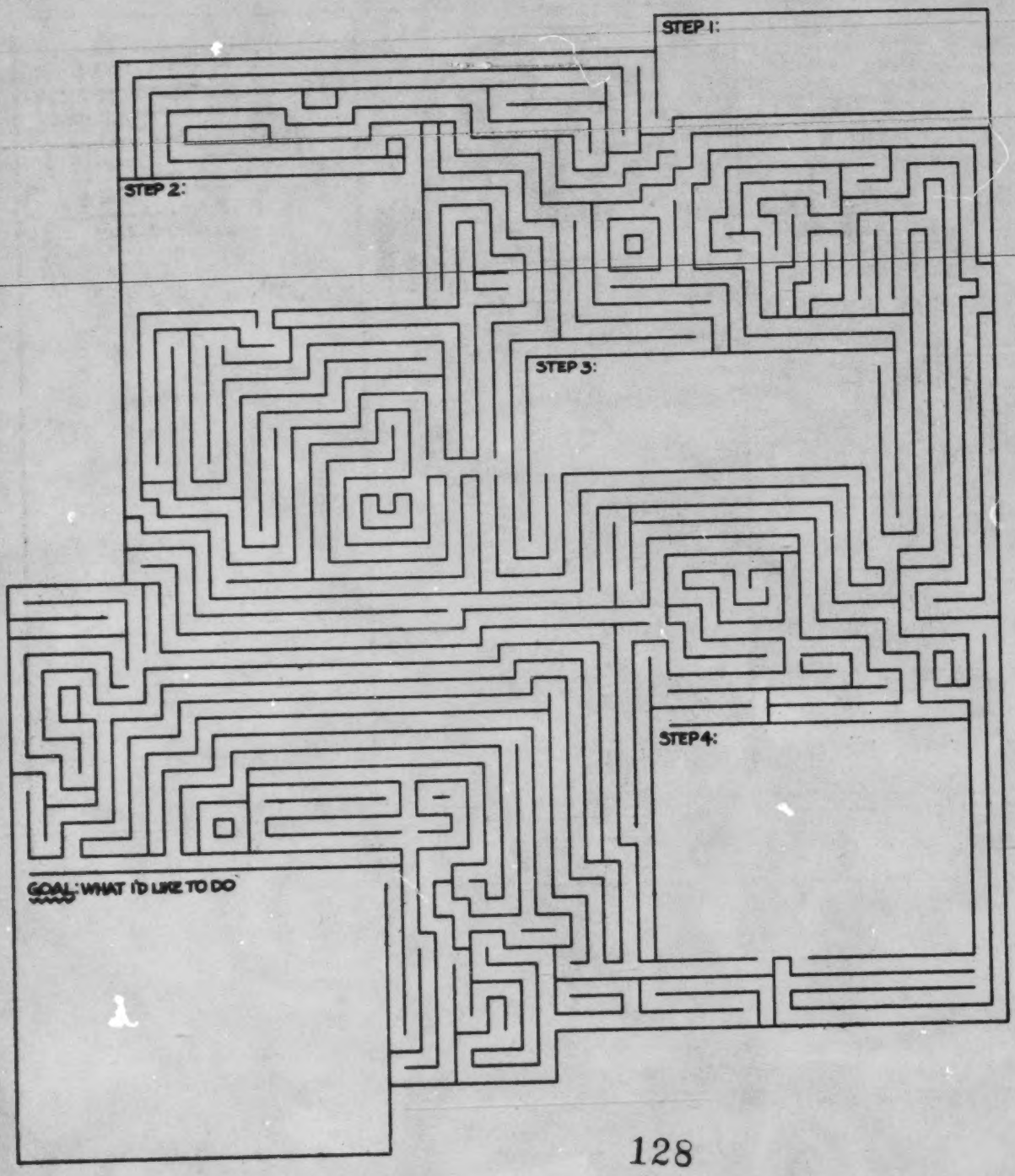
## ACTIVITY SHEET NO. 3

## TAKING ACTION

Think of something you like to do and work out your plan of action in the maze below:



UNIT NO. 5

UNIT TITLE: WHAT IS IMPORTANT AND WHAT DO YOU WANT?

NAME OF ACTIVITY: CURRENT ISSUES VALUES GRID (23)

Purpose: . . To help the students realize the intensity of their values.

. . To acquaint students with one set of general steps in the valuing process and have them determine which of these steps they have taken or would like to take.

A. Description:

Students note their position on a few current issues and designate what steps they have taken to develop and support their stands. Students zero in on the missing "valuing steps" on certain ussues, consider the importance of these steps, and identify things they can do to add some of these steps to their valuing process.

B. Preparation:

1. Reproduce sufficient copies of "Current Issues," (23-4) "Valuing Steps," (23-5) and "The Values Grid" (23-6) for each student.
2. Become thoroughly familiar with the definitions of each step within the valuing process.
3. Decide on the issues to be used. Brainstorming issues with the students the day before the activity can make the activity more applicable to the students' everyday lives.

C. Implementation:

1. Brainstorm with the students contemporary issues of conflict in society today. Include issues of concern to teenagers. Write these on the board. These issues may or may not be driving related. (e.g.: Insurance, alcohol, abortion, living together without being married, segregation, local police, etc.)

Credit: Values Clarification, Simon, Howe, and Kirschenbaum.

2. When a number of issues have been recorded on the board, ask students, "What is a value?"
3. Once the students have the idea of what a value is, point out that values can be better understood and expressed if we follow some general pattern when we apply our values to certain problems, ideas, and issues and take a stand.
4. Hand out and go over the definitions of the valuing steps.
5. Hand out the current issues information sheet and briefly explain that the purpose of the question under each issue is to help clarify that issue.
6. Take one issue from the blackboard or current issues sheet and work completely through the valuing steps with the whole class as practice in the valuing process.
7. Instruct students to select two or three issues and, using the valuing chart, follow each one of the issues through the valuing steps to determine their stand on that issue and whether or not it is a true value.
8. When students have completed, ask what steps were not checked, ask if those steps were important, and ask what they can do in the near future to take those steps which they consider necessary or important.
9. Divide students up into groups of two and use a "focus person approach" with each person explaining to his/her partner the stand he/she has taken on one of the issues the student worked through on the valuing chart.
10. Questions the group leader might use to summarize the activity are:
    a. Are there any steps you would like to add, subtract, or change?
    b. Do some issues require just part of the process? Which issues and which parts?
    c. Do you feel like you usually make up your own mind on important topics or just adopt a relative's or friend's point of view?
    d. What happens when two people have conflicting values? (Do the people you associate with have similar values?)

e. Do you think arguments ever change anyone's mind? Why or why not?

D. Evaluation:

1. Did the students show any strong feelings about the seven steps?
2. Did the students make any comments which would indicate they intended to implement any more of the seven steps?

E. Comments:

1. It is essential for the students to note how the approach here differs from discussions they may have had previously. It should become apparent that here they are not being called on to defend the content of their beliefs but rather being asked to evaluate how they arrived at their convictions and how firm they are in their beliefs.
2. A reflective listening approach can be used after Step 6 with students paired according to opposing stands on the issues.

## CURRENT ISSUES

Possible issues and questions to help clarify the issues are:

1. Should my spouse or steady date smoke?
   a. Is what a person does to himself his own business and no one else's?
   b. When do I care if my spouse or date smokes?
   c. Is smoking detrimental or beneficial or both?
2. Is drinking and driving O.K.?
   a. Is drinking and driving all right sometimes and not other times?
   b. What are the alternatives to drinking and driving?
3. When should a person get married?
   a. Are there legal restraints?
   b. What is necessary for a marriage to work? Feelings, money, relative support, etc.?
4. Do you think a person should stop a friend from driving who is emotionally out of control? (Angry, depressed, elated, excited, etc.)
   a. Do emotional problems affect driving?
   b. When does it become your business how another person drives?
5. Do you have certain characteristics you require in a friend?
   a. Do you like a friend to challenge your positions and ideas or accept them because you're friends?
   b. Is there one particular trait or goal which binds you and your friends together? Athletics, drinking, cruising, fishing, etc.
   c. Do you look for different personality traits in boy and girl friends?
6. Will you ride with a friend or relative no matter how they drive?
   a. Do you try to help them improve their driving or ask them to make suggestions to you?
   b. When do you have a choice to ride or not to ride with a friend or relative?

## VALUING STEPS

1. CHOOSE FREELY

   Did you choose this value freely? (Did you make your own choice? Could you have made some other decision without getting into trouble?)

2. PROUD OF

   Do you feel good about your choice? (Do you like yourself for believing, behaving, or feeling the way you do? Are you proud of your choice?)

3. CHOOSE FROM ALTERNATIVES

   Did you consider the alternatives? (Did you think about some other choices you could make? Did you look at some other ways of believing, behaving, or thinking?)

4. EXPLORED PROS AND CONS

   Did you consider the consequences of the alternatives? (Did you think about what would happen if you picked a different alternative? Did you work out the results of each choice?)

5. ACTED ON

   Have you done anything because of your choice? (Has your belief ever caused you to act a certain way? Did it ever cause you to change your behavior?)

6. PUBLICLY AFFIRMED

   Have you told other people about your choice? (Would you share your belief with others? Are you willing to stand up for your choice?)

7. ACT ON REPEATEDLY

   Have you established a pattern of behavior due to your choice? (Do you act some way consistently because of your belief? Will you do something every time you can because of your choice?)

## VALUES GRID

| ISSUE | HOW DO I FEEL | WHAT I PRIZE OR CHERISH WHICH CAUSES ME TO FEEL THE WAY I DO -- VALUES | 1. Chosen Freely | 2. Proud Of | 3. Chosen From Alternatives | 4. Explored Pros and Cons | 5. Acted On | 6. Publicly Affirmed | 7. Acted on Repeatedly |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |
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| | | | | | | | | | |

23 - 6

UNIT NO. 5

UNIT TITLE: WHAT IS IMPORTANT AND WHAT DO YOU WANT?

NAME OF ACTIVITY: PUZZLE ON THE FLOOR (24)

Purpose: . . To build a supportive group atmosphere for the course where the students will be able to express their views.

. . To provide stimulus for a discussion on individual differences and listening skills.

A. Description:

Using butcher paper and crayons, students draw or express on paper their concepts of what their driver's licenses mean to them or how they view their world.

B. Preparation:

1. Prior to the class, obtain two sheets of butcher paper (approximately 30" x 72") and enough crayons to allow each student to have two or three.
2. On one sheet of butcher paper draw lines similar to the ones shown on page 24-5 and number the individual pieces. Place the second sheet over the top of the original sheet and trace the same lines. Number each piece on the back. Cut the second sheet (with the numbers on the back) into its individual pieces.

C. Implementation:

1. When the class has assembled, arrange the members in a circle and spread out the large bottom puzzle sheet on the floor in the middle of the circle. Distribute one piece of the puzzle to each member of the group, including the group leader. One approach is to have the number of pieces and size

Credit: Self-Enhancing Education

of the puzzle match the number of participants so that at the conclusion of the exercise the puzzle is truly complete with all of its pieces. A variation on this is to make the puzzle size match the number of students who would normally be in the class and leave the pieces blank for the number absent, pointing out in your concluding discussion that the puzzle is incomplete without the input of the students who are absent (and so is any true class discussion without everyone's input).

2. Tell the students that they have been given a piece of paper on which they are to draw their concept of what their driver's license means to them. Pass around the crayolas and instruct them to select colors they need to communicate their ideas. They may draw a complete picture and/or use symbols, words, diagrams, designs, or colors alone to communicate their ideas. They should color the puzzle piece on the side opposite the numbers so it will properly fit in its space.
3. As the students begin to finish, instruct them to place their pieces on the corresponding numbers on the puzzle. As the group leader, you may have to begin the puzzle, if the group is hesitant to move. It is important for you to take part in the whole exercise.
4. When all are through coloring and have placed their pieces of puzzle on the sheet, go over the discussion rules again. Randomly select puzzle pieces and ask students to explain to the rest of the group their concept of what their driver's license means to them. Before you begin, it may be necessary to draw the circle closer together so that everyone can see. It is important to discourage any disparaging remarks in the group, as this will not foster a spirit of open sharing of ideas and feelings which you are trying to establish.
5. As students explain their pictures, it is important that you use paraphrasing to make sure you have really heard what each student has said.

A typical exchange may go something like this: "John, what is your picture all about?"

"Well, I drew a truck. My license means I can get a job driving for my dad, so I can earn money".

"So as you look at your license, it means the chance to earn money?"

or

"I drew a roadrunner -- it gives me a chance to go fast and I like speed". "Your license gives you a chance to go fast?"

If you properly reflected John's statement, John will say "yeh" or nod his head in agreement. If you missed the point of the explanation, the student will ordinarily correct you, and you may reflect that response as well and work for the nod of the head or a "yeh." Do not praise, do not criticize, do not cut, do not belittle. The technique will be easier once you have tried it a few times. You are looking for a couple of key words or feelings in each explanation that you will reflect back to the student.

6. You may wish to pause halfway through the explaining process and ask students what they notice about your responses to the various explanations. If you have done some good, non-judgmental reflecting, they will tell you that you were accepting, didn't criticize them, or didn't praise them. You may wish to then explain your technique and ask them if they want to try a hand at it for the rest of the group's explanations. You may also decide to wait with this discussion of the technique until all are done explaining their puzzle pieces. It is effective in either place.
7. Next ask why you have used a puzzle instead of handing each student an 8 1/2" x 11" piece of paper. What is it about a puzzle that might apply to the class? You are looking for such responses as:
   a. Each piece of puzzle is unique.
   b. Each piece has a special place.

c. Each piece is part of a whole.

d. If a piece is missing, the puzzle is incomplete.

What do these have to do with the class?

a. Each person is unique.

b. Each person has a special place.

c. Each person is part of a whole class and sometimes will have the same ideas.

d. If a person is missing, the class is incomplete without his/her input.

8. Talk about what the students have learned; perhaps they learned something about a person they have gone to school with for twelve years that they didn't know before. You may also want to talk about the importance of reflective listening in class discussions. Sharing and accepting of individual ideas is also important to class progress.

9. Some of the following questions might be used:

a. What were some of the different ideas expressed on what a driver's license means to you?

b. Because individuals have different ideas on what a license means to them, does this mean that they are "oddballs?"

c. When does it bother or irritate you for others to have different ideas, goals, values, etc., from yours?

D. Evaluation:

1. Did students feel comfortable about explaining their puzzle pieces, i.e., make eye contact, speak clearly and confidently?

2. Were the explanations superficial or indicative of their personal feelings?

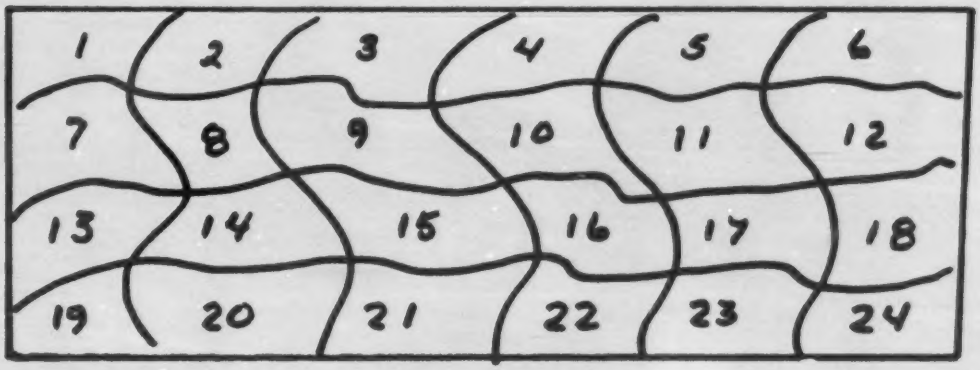
3. Did the students recognize reasons for using the puzzle format, or was it necessary for the group leader to introduce most of the reasons?

E. Comments:

There are several possible variations on this exercise that may be used effectively

to accomplish the same goals:

1. What is your view of the world around you or where you are in the world? We all live in the same world, but we live our lives differently. How do you fit in that world -- your own personal world? This will help students see more about their behavior. (Example: Two hands held together, love, family relationships, etc.)
2. What does your car mean to you, or what does your right or privilege to drive mean to you? It is important to make this variation a personal thing rather than putting down responses that the students think the group leader wants. The emphasis needs to be on their actual feelings or thoughts with no right or wrong answers.
3. Other topic areas might be:
   a. What are your goals?
   b. What do you want to be, or what do you want to do?
4. The topic area should be broad enough so the students may show individual differences. Narrowing the area will force students to express very similar thoughts.



UNIT NO. 5

UNIT TITLE: WHAT IS IMPORTANT AND WHAT DO YOU WANT?

NAME OF ACTIVITY: EARL NIGHTINGALE'S -- "THE MAGIC WORD" (25)

Purpose: . . To present information to the students on what helps make people successful.

. . To introduce some of the basic causes of success or failure to the students.

. . To assist students in understanding themselves and their relationship to others.

A. Description:

Students fill out the "Guess Questionnaire" before listening to Earl Nightingale's tape "The Magic Word." They then listen to a cassette tape and engage in small and large group discussions which center around the questions on a study sheet.

B. Preparation:

1. Tape "The Magic Word" by Earl Nightingale.
2. Secure sufficient student copies of "Guess Questionnaire," (25-4) "Study Questions," (25-5)"Message Summary," (25-6) and "Treatment of Others." (25-7)

C. Implementation:

1. Hand out the "Guess Questionnaire" and have students complete it. (The questionnaire is not to be collected; it is merely used to motivate students to listen to the taped message, and students should be made aware of this fact.)
2. When the students have completed the questionnaire, introduce the tape with some or all of the following comments:

Credit: Lead the Field Series, Earl Nightingale

a. Have you ever asked yourself why some people succeed and others don't?

b. Earl Nightingale, a famous radio and television broadcaster, has spent over twenty years researching the lives of successful people to find out why some people are successful while others are not.

c. We all know of individuals who are happy, relate well to others, and have done well in business, professional, and everyday life. There are people like Florence Nightingale, Babe Ruth, Albert Schweitzer and others. Successful people can be found in all walks of life. They're not any one group of people, and success really has nothing to do with money.

d. To understand ourselves and our relationships with others, we need to analyze and understand the magic word "attitude" in all its aspects.

e. This tape deals with attitude and how it affects our ability to relate successfully to others and our own effectiveness in life.

3. Play the tape "The Magic Word" in its entirety.

4. At the completion of the tape, hand out the "Study Questions" sheet and have students form groups of two to discuss and answer the questions.

5. When the groups have completed the assignment, discuss the questions in a large group setting.

6. Hand out and briefly go over "Message Summary."

7. Distribute "Treatment of Others" assignment sheet and ask students to apply the principle of treating each person they deal with as though he or she were the most important person in the world. Ask the students to try this for one or preferably two weeks and see what the results are.

8. After two weeks, ask the students to share their feelings and experiences in using the principle described on the sheet "Treatment of Others." Suggested questions for discussion are:

a. What specifically limited your ability to treat each person as the most important person in the world?

b. What were your reactions when you did treat people as vitally important?

c. How did this experience change you, or did it?

D. Evaluation:

1. Did the students have personal definitions for success?
2. Did students relate success to positive attitude before and after the activity?
3. Were students excited about and committed to treating others as the most important people in the world?
4. Did students actively participate and share their experiences?

E. Comments:

As an option use role playing to practice treating others as if they are the most important people in the world.

## GUESS QUESTIONNAIRE

"The Magic Word"

Directions: On this worksheet, you may try guessing at the answers which will be given in the taped message. It will get you ready to listen by giving you a hint of what you will be hearing.

1. It is our actions, ___(feelings)___ or moods which determine the actions, ___(feelings)___ or moods of others toward us.

2. Everything operates on the law of ___(cause)___ and effect.

3. With an attitude of ___(failure)___ we are whipped before we start.

4. When you see someone with a poor attitude toward others, you can be sure he has a poor attitude toward ___(himself)___.

5. We're so familiar with ourselves that we tend to take ourselves for granted; we tend to ___(minimize)___ what we can accomplish.

Additional notes:

## STUDY QUESTIONS

"The Magic Word"

Directions: After listening to the taped message, fill in short answers, essay type, for the following:

1. The main idea I heard in this message was: (Answers will vary)

2. Mr. Nightingale gives three reasons for treating people as important. List as many of them as you can remember.
   a. (As far as he is concerned, he is the most important person on earth.)
   b. (That is the way human beings ought to treat each other.)
   c. (By treating everyone this way, we form a habit.)
3. What do all successful people have in common? (They expect more good out of life than bad; expect to succeed more often than they fail.)
4. When someone treats me thoughtlessly, or even rudely, what attitude should I have toward him? (Don't drop to his level. Don't let his unhappiness make you unhappy.)
5. What is the thing people want and need more than anything else? (Self-esteem; the feeling they're important, needed, respected.)
6. Why are some people bitter and cynical? (They have a poor attitude toward themselves and life in general.)
7. Life is dull only to (dull) people. Life is interesting only to (interesting) people. Life is (successful) only to successful people.
8. What is the magic word? (attitude)

## MESSAGE SUMMARY

"The Magic Word"

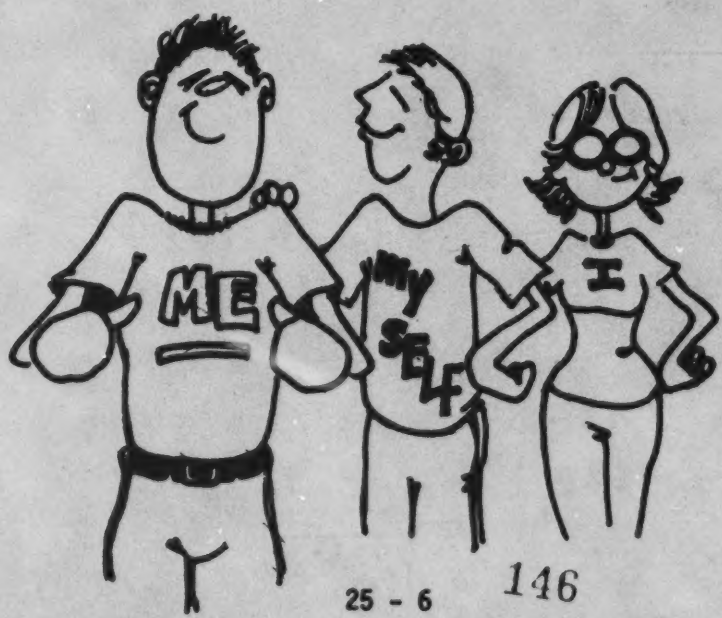
1. Each of us shapes his own life, and the shape of it will be determined by our attitude -- the attitude we hold most of the day.

2. It is our attitude toward life which will determine life's attitude toward us.

3. The first step in developing a good overall attitude is to develop a good attitude toward ourselves.

4. The easiest and most effective means of acquiring a good attitude is to ACT as though we have a good, positive, expectant attitude toward life. Actions trigger feelings just as feelings trigger actions.

5. Treat each person you contact as though he were the most important person on earth.



## TREATMENT OF OTHERS

During the next two weeks, make an effort to apply the principle of treating each person you deal with (in school, home, job, etc.) as though he or she were the most important person in the world.

Using this form, report some of the results, identifying the person and describing his or her reaction.

UNIT NO. 5

UNIT TITLE: WHAT IS IMPORTANT AND WHAT DO YOU WANT?

NAME OF ACTIVITY: ROLES -- AGREE-DISAGREE (26)

Purpose: . . To increase students' awareness of what sex biases and feelings they have.

. . To illustrate how sex bias or stereotyping influences their decisions.

A. Description:

Individually, then in groups, students determine whether they agree or disagree with sex role statements, explain the basis for their opinions, and try to estimate how their attitudes affect their actions.

B. Preparation:

1. Reproduce sufficient copies, one per student, of the "Roles -- Agree-Disagree" handout. (26-4)

C. Implementation:

1. Each student is instructed to complete the "Roles -- Agree-Disagree" handout on an individual basis.
2. When each student has finished, explain that the class will be divided into two groups -- all the girls in one group and all the boys in another. Place the groups in opposite corners of the room. Select a chairperson to record the group consensus.
   a. As each group goes through the statements, it is important that each student states why he/she feels a particular way. (This should prevent a group from asking for a show of hands regarding a given item and moving on to the next statement without actually discussing each person's reason for feeling as he/she does. This discussion is very important.

b. In a group consensus, the group should come to some type of majority agreement. After the majority opinion is presented, minority reports should be encouraged when groups can't reach a clear cut consensus.

3. When the two groups have arrived at a consensus for all the items, bring them together and have a spokesperson for one group relate their response to the first item and their reasons for agreeing or disagreeing. Then allow the other group's spokesperson to tell how they responded and why they responded that way.
4. No comments should be allowed by either group until both groups have completed their initial reports on the statements.
5. When the two groups have completed reporting their reactions to a specific statement, interaction between the two groups should be allowed, with the group leader acting as a mediator enforcing the ground rules for the class.
6. Continue this process through each of the statements, alternating which group responds first and trying to elicit feeling-level responses.
7. Summarize the activity by discussing what stereotypes are, why they exist, and how they may affect what each individual thinks is important. Questions such as the following can be asked:
   a. Were there any sex stereotypes identified during this activity?
   b. Why do these stereotypes or role expectations occur?
   c. Are they supported with facts?
   d. Do role expectations cause us to act as we do, or are role expectations caused by the things we do?
   e. Do sex roles have any positive aspects, chivalry -- opening doors for ladies, etc?
   f. How might sex roles affect the way a person makes decisions? (Example: Who drives regardless of capability or condition?)
   g. How do role expectations influence the kind of car we drive?
8. An alternative approach which may be used is:

Have the girls brainstorm the various stereotypes they have about boys, their driving, and their cars. Have boys brainstorm all the stereotypes they have about girls, their driving, and their cars. Bring them together for a group discussion.

D. Evaluation:

1. Did each student participate in the activity?
2. Did the students recognize a couple of role expectations/stereotypes they have towards the opposite sex and describe how these expectations influence their driving behavior and the specific decisions they might make?
3. Did the students respect each other's feelings and become more open-minded as a result of the activity?

E. Comments:

If either group is very small compared to the other, the group leader may want to join the smaller group to balance the discussion.

This can be an explosive activity where feelings may run quite high. It is important that the group leader brings out that when people stereotype or are stereotyped, opinions are biased, feelings may be distorted, and opportunities for meaningful relationships may never be recognized or developed.

## ROLES -- AGREE-DISAGREE

Directions: Please mark on the blank space to the left of each statement an "A" if you AGREE with the statement, and "D" if you DISAGREE with the statement. After you have completed this task, you will be requested to meet with other students of your same sex to discuss your opinions about each item.

| Individual Response | | Group Consensus |
|---|---|---|
| _____ | 1. Guys do most of the driving on dates even if it is the girl's car or her parents' car. | _____ |
| _____ | 2. Guys like to take more risks while driving than do girls. | _____ |
| _____ | 3. High school students who have their own cars have more status with their friends than those who do not. | _____ |
| _____ | 4. Girls are attracted to a guy with a flashy car. | _____ |
| _____ | 5. Girls think they are not supposed to be as competent as boys and so they do silly things when they are driving, like getting flustered, forgetting common rules of the road, getting nervous in a traffic jam, etc. | _____ |
| _____ | 6. Girls are impressed when they see a guy "show-off" his car. | _____ |
| _____ | 7. Women are actually safer drivers than men. | _____ |
| _____ | 8. When on a date, guys try hard to drive carefully to protect their date. | _____ |
| _____ | 9. Parents are more willing to give permission for their son to drive a car than for a daughter of the same age. | _____ |
| _____ | 10. Boys have the option of selecting their own car while girls are given cars. | _____ |
| _____ | 11. Girls sit in the middle next to the guys when the guy is driving, but guys don't sit next to girls when the girl is driving. | _____ |
| _____ | 12. It is OK for guys to drink and be rowdy, but a bunch of girls who have been drinking are just silly. | _____ |
| _____ | 13. Girls are not stopped by the police as often as guys. | _____ |
| _____ | 14. It is more important for guys to learn how to repair their cars than it is for girls to learn how to repair theirs. | _____ |

UNIT NO. 5

UNIT TITLE: WHAT IS IMPORTANT AND WHAT DO YOU WANT?

NAME OF ACTIVITY: PEOPLE OF THE PAST -- ROLE PLAYING (27)

Purpose: . . To create empathy and understanding within students for the life situations of others.

A. Description:

Students pick and role-play characters from the past whose life histories have usually been explained in great detail. In this way, students for a short time can be another person and try to answer questions as that person would.

B. Preparation:

1. Write down some questions you would like to ask a person from history which can be used as examples for the students if needed.
2. Review the role-playing section in the Instructor Training Manual.

C. Implementation:

1. Ask if anyone in the class has role played before, and if he/she would like to briefly outline this experience.
2. Ask the students a few of the questions at the end of the role-playing fact sheet so the students may begin to recognize some of the reasons for role playing.
3. Tell the students to pick one person from history whom they admire or are very interested in. They can write these names on a full sheet of paper and tape it to their desk, or you can have them read off the names and you can write them on the board. After the student reads the name of his/her person from the past, he/she should give a brief biographical sketch.

4. Tell the students they now have a rare opportunity. They can ask one question of each of these famous people. Ask the students to take about five minutes to write down one question for each of the historical people. It should be optional whether or not they write down a question for their own historical person.
5. Have each student role play his historical person and have the other students ask their questions. Instruct the students that when they don't know the answer to a question to just make up an answer.
6. When everyone has answered the questions, have the students take out a piece of paper and complete the following incomplete sentences:
   a. I learned that I really value _____.
   b. I learned that ___(another student)___ really valued _____ _____.
   c. I learned that ___(historical person)___ really valued _____ _____.
7. Students can share their "I learned" statements in a group discussion.

D. Evaluation:
1. Did the students maintain their roles?
2. Did students role play on a superficial or feeling level?
3. Did students recognize the parallel between role playing and seeing another person's point of view?

E. Comments:
1. Give example questions only as a last resort and then only a few.
2. Avoid at all costs giving example characters, except to the extent that the character you choose is an example.
3. You will probably have to role play your character first. Ask for volunteers, but keep from forcing it on anyone as the whole activity may be stifled.

UNIT NO. 5

UNIT TITLE: WHAT IS IMPORTANT AND WHAT DO YOU WANT?

NAME OF ACTIVITY: LAW ENFORCEMENT (28)

Purpose: . . To detect and examine prejudices and biased feelings which students may have toward law enforcement officers and agencies.

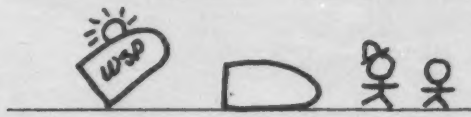
. . To illustrate how misleading first impressions can be.

A. Description:

Students are presented with a situation; they try to imagine themselves in that situation and how they might react. The students' interpretations of, and reactions to, the situation may help them understand some of their conscicus and sub-conscious feelings towards law enforcement.

B. Preparation:

Either draw on the blackboard or on a ditto master, this picture:



Also have a blackboard area where comments can be recorded. Choose one person to write the student responses on the board.

C. Implementation:

1. Ask students to brainstorm what might be happening.
2. When students have brainstormed a list of ideas, ask what their first impressions might indicate about their feelings and society's feelings towards law enforcement and how accurate they think first impressions are.

D. Evaluation:

1. Did students develop a long list of interpretations and reactions?

2. Were most of their ideas of a positive or negative nature?

3. Did anyone assume the officer's role when reacting to the possible situations?

E. Comments:

You must keep this activity moving right along. Make it short and to the point.

UNIT NO. 5

UNIT TITLE: WHAT IS IMPORTANT AND WHAT DO YOU WANT?

NAME OF ACTIVITY: LAWS AND ENFORCEMENT -- AGREE-DISAGREE (29)

Purpose: . . To assist the students in evaluating their stand on certain laws and law enforcement issues.

A. Description:

Students are given a list of law enforcement issues and check their stand on each issue. In small groups, the students evaluate how they arrived at their stand and how firm they are in that belief.

B. Preparation:

1. Reproduce sufficient copies of the "Agree-Disagree" worksheet for each student. (29-3)

C. Implementation:

1. Explain to the students that in this activity they will be working individually.
2. Hand out the worksheet and have the students complete them individually, checking strongly agree, agree, undecided, disagree, or strongly disagree and noting a few key words on why they feel as they do.
3. When the students are finished, divide them into groups of three. Ask the students to report and discuss their stand on each issue. Remind them that they are being asked to discuss and evaluate the method they used to arrive at their opinion, not to defend their specific opinion or belief. You should be candid with your students when expressing your opinions, but only after they have had a chance to express theirs.
4. Emphasize midway through the small group work that they are not being asked to defend their belief on a particular issue. They are merely stating their opinion on why they feel a particular way and how they

arrived at that opinion.

5. When the groups have finished, ask for any comments they would like to make concerning the activity. Ask if they are less firm, as firm, or firmer in their beliefs. Question whether they are ready and willing to express their opinion publicly and discuss how this might be accomplished.
6. Explain that the purpose of this activity is to show that at times or on certain issues, people may not be sure why they believe one way or the other and so may jump to conclusions without any reasons. Also, that once people understand the basis for their opinions, they will either change them or become more committed to them.

D. Evaluation:

Did students seem to be indicating their genuine feelings?

E. Comments:

This activity might be more effective if students are not placed in their usual groupings.

## LAWS AND ENFORCEMENT -- AGREE-DISAGREE

| ISSUE | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | Why |
|---|---|---|---|---|---|---|
| 1. 55 MPH speed limit on freeways. | | | | | | |
| 2. Police cars should be allowed to hide in order to catch speeders. | | | | | | |
| 3. Police officers are too hardnosed and don't understand personal problems related to driving. | | | | | | |
| 4. Drivers should be given more freedom in obeying traffic signs. | | | | | | |
| 5. Some traffic laws should be more lenient and not strongly enforced. | | | | | | |
| 6. The fine is the best way to educate people who break laws. | | | | | | |
| 7. People with bad driving records should not be allowed to drive. | | | | | | |
| 8. People are judged fairly in our traffic courts. | | | | | | |
| 9. The people in this community want strict local police enforcement of all traffic laws. | | | | | | |
| 10. Traffic laws are set up to promote safety | | | | | | |
| 11. Society should have the right to question the way an individual drives. | | | | | | |

UNIT NO. 5

UNIT TITLE: WHAT IS IMPORTANT AND WHAT DO YOU WANT?

NAME OF ACTIVITY: IN SOMEONE ELSE'S SHOES (30)

Purpose: . . To allow students to develop and/or promote greater understanding of their feelings and others' feelings towards traffic enforcement, courts, driver improvement, and other people involved.

A. Description:

Students role play in a progression of three settings: (1) A violator being stopped by a police officer; (2) A violator, police officer, and traffic court judge; and (3) A member in a Driver Improvement Session.

B. Preparation:

1. Contact your area Driver Improvement Analyst to organize and set a date for a group interview session.
2. Study the role-playing background information.
3. Obtain for reference a copy of "Washington Motor Vehicle Code" and a "Bail Schedule Guide."
4. Secure sufficient copies for each student of Driver Improvement Introductory Form Letter requesting individuals to attend a group interview session. Students' names and addresses should be typed on these letters.
5. Develop or copy a mock driving record for each student with name, address, sex, and date of birth typed in.
6. Become familiar with the coding on the driving records.
7. Reproduce sufficient copies for each student of Driver Improvement Responsibilites handout.

C. Implementation:

1. Ask for two volunteers to role play a situation where one of them is

being stopped for a traffic violation and the other is the police officer.

2. Allow the role playing to continue for a short period of time before beginning class discussion on what transpired. Possible discussion questions are:
   a. What do you suppose the feelings of the police officer were when he approached the violator?
   b. What do you suppose the feelings of the violator were when he/she was stopped?
   c. As an observer, what were your feelings about the conversation that transpired between the violator and police officer?
   d. If you were in a similar situation, what might you have said to the officer?
   e. What effect do you think the ticket had on the violator? How long a period of time might the effect last?
   f. Have any of you been involved in a similar situation and would you like to share the situation with the rest of the class?
3. Ask for three volunteers to role play the violator and arresting officer appearing before a judge. When sufficient time has elapsed, ask for a decision from the judge. Possible discussion questions are:
   a. What might the feelings of the violator be as he/she was sitting in the courtroom waiting for his/her case to come up?
   b. What about the violator's feelings while the police officer was presenting his side of the case?
   c. What were the police officer's feelings when the violator was explaining the situation?
   d. What do you think was going through the judge's mind as each side of the case was being explained?
   e. If the violator was found guilty, what recourse does he/she have?

f. Do any students want to share personal examples of similar situations?

4. Prior to the driver improvement session, hand out the mock driving records for each student. (These records should have each student's name, address, sex, and date of birth included.)

   a. Explain to the students that the driving record they have is theirs, and that they will role play the type of individual who would have that record during the group interview session with the Driver Improvement Analyst.

   b. Explain step by step the driving record.

   c. Ask the students to be the type of person who would have a record like the one they have just received during the group interview session. They should ask themselves, "With this kind of driving record, what type of person might I be?" "How might I feel?" "How might I act?"

   d. Typical comments students might use when playing the role are: "Cops don't like my car!" "They pick on young drivers!" "It really wasn't my fault!" "You just don't understand; I've got some problems at home (or school, job, etc.)!" "You're absolutely right; I was totally wrong; I'll do anything you say."

   e. The types of attitudes or feelings students can portray when entering the group interview session are:

      (1) Angry - I had to take off from work; I'm losing money just being here. Regardless of what my record shows, I'm a good driver.

      (2) Conciliatory- I don't care what he says, I'm going to agree with him so I can get out of here.

      (3) Concerned - I've got a problem; what can I do about it?

      (4) Unconcerned - I'll just sit here and keep my mouth closed.

   f. Comments the group leader might use to help students prepare for the group interview session are:

(1) Why do you suppose you are here? (Why did I call you for this interview?)

(2) What do you think the problem is?

(3) How do you feel about that? (When another person has made a comment.)

g. Hand out to each student a copy of the letter the DMV sends out to request an individual's presence at a group interview session. (The students' names should be typed on these forms.)

h. Point out to the students that the day the Driver Improvement Analyst arrives, they will be role playing. They will enter the class as if they are entering the group interview session. They should bring their driving record and letter from Driver Improvement.

5. On the day of the interview session, instruct each student to print his/her first name on a sheet of paper and tape it to the front of his/her desk. (This will assist the analyst in identifying students.)

6. At the completion of the session, distribute the information material concerning Driver Improvement responsibilities.

7. The day following the interview, discuss what transpired. Possible discussion areas are:

a. Their feelings during certain interactions -- the effect it had on their individual reasons for siding with or against certain individuals.

b. The variety of student reactions.

c. The analyst's methods and approach.

d. Their feelings when they or someone else was degraded or commended.

D. <u>Evaluation</u>:

1. Were the students able to identify and emphathize with the people involved in the role-playing situations? (Violator, police officer, judge, analysts, and individuals involved in the group interview session.)

2. Do students know the process involved when a citation is received and sympathize with the feelings of those concerned?
3. Are the students well informed as to the role and function of Driver Improvement in improving or rehabilitating the problem driver?

E. Comments:

1. A visit to a traffic arraignment court could prove beneficial to the students. This visit can be done prior to role playing the traffic court situation.
2. It is extremely important that you work closely with the Driver Improvement Analyst in determining what you hope to accomplish and how.

UNIT NO. 5

UNIT TITLE: WHAT IS IMPORTANT AND WHAT DO YOU WANT?

NAME OF ACTIVITY: THE RACE (31)

Purpose: . . To develop students' awareness of their attitudes towards the influence of others.

. . To help students recognize that interactions in accident situations or life in general can be very complex, tough to control, and build on one another.

A. Description:

Individually, then in small groups, students listen to "The Race," rank the six people involved in the accident from most at fault to the least at fault, discuss and support their ranking order, and explore what their ranking can tell them about their own values, emotions, and actions.

B. Preparation:

1. Reproduce sufficient copies of the story "The Race" (with diagram) for each student. (31-4 and 5)
2. Practice reading the story or record "The Race" on tape.

C. Implementation:

1. Hand out student copies and select a student or personally read aloud or play the tape of the story "The Race."
2. Individually instruct the students to rank the six people from the most at fault to the least at fault according to how each student personally feels.
3. When the students have completed their own rankings, form groups of four to share their thinking and discuss all the pros and cons with each other. Each group should try to develop a group ranking.
4. Groups report and explain their ranking to the rest of the class. Included

in these findings should be why the group felt some were more at fault for the accident than others. If the group did not arrive at a consensus, the reasons for this disagreement should be stated.

5. Possible discussion questions are:
   a. At what point in time did this accident start?
   b. Which single factor was most responsible for the accident?
   c. Is there an unstated factor in the story which led to the accident?
   d. Was it a single factor, multiple cause, or "chicken and egg" situation?
   e. If you were caught in this situation, what might the danger signal be and how would you respond to it? (An answer may not be needed on this question, just a short time to think about it.)
   f. Does your ranking of the people at fault tell you anything about your own values or what you might do in a similar situation?

D. Evaluation:

In the discussion aspect, were the following points brought out:

1. What Ted might have done to prevent the accident? (He saw the other car.)
2. What affect the passengers (Cheryl, Terry, and the wife of the other driver) had on the drivers?
3. That peer influence and pride were involved.
4. That everyone has different ideas on who was at fault.
5. Did the students develop feasible coping techniques?
6. Did the students think the story was realistic and should be used again?

E. Comments:

1. The groups might be formed by asking who ranked a given person as least at fault and placing those students in the same group.
2. Emotional involvement may be intense in this activity. Students may attempt to attack and criticize each other's ranking. The ground rules should be enforced, but emotions should not be stifled unnecessarily.

3. During this activity the students should become more aware of their own attitudes and the influence others may have on them.
4. Some students will probably work from the legal angle while others will be concerned with contributing factors.

## THE RACE

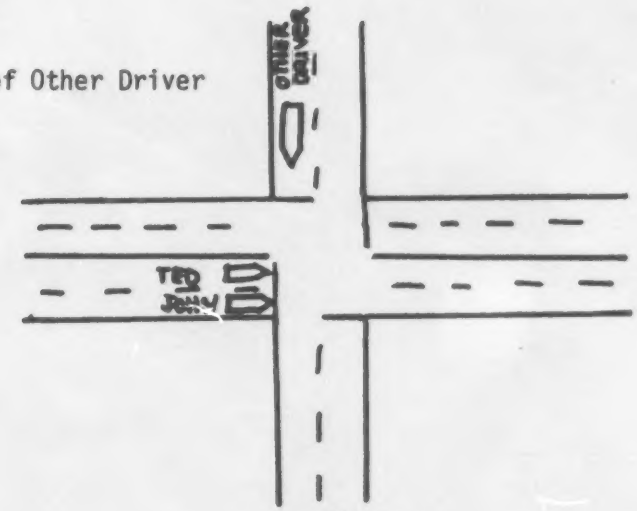
It was a cold dark rainy Friday night in the Fall of the year. John had a date with Cheryl to go to a football game. When the game was over,John and Cheryl met some of John's friends at a local drive in. John was very proud of his car. He had just purchased a fairly new one, and it looked as if it were one of the fastest set of wheels in town. Cheryl was also very proud of John and had been going with him for the past three months. Ted, John's friend, who had a reputation for being a little wild, drove in with John's old girl friend. He was very obnoxious. John's old girl friend, Terry, was very jealous of John. Ted parked his car and got out, along with Terry, and proceeded to make fun of John's new car. This made Cheryl mad, and she tried to come to John's defense. An argument started between the two girls as to which boy had the faster car. Of course the boys were involved in this argument, as well as other friends of John who were there. They decided to settle it by driving down to the next traffic light side by side, waiting until the light turned green, and drag racing for one block. They thought it would be safe because it was a divided street, it was late at night, it was the last block in town, and the speed limit went up to 55 m.p.h. at the end of the block. Even if their speed were high at the end of the race, they could let off, and they would be back to legal speed right away. With lots of encouragement, off they went with John next to the curb and Ted in the inside lane.

Coming down the cross-street which intersected with the planned starting point for the race was a married couple who were late for a second party within the same night. The wife in the car was really on her husband's back. He had been drinking too much, giving other women at the last party too much attention, and he was driving too slowly which enraged his wife. At the last intersection he had stopped for a yellow light which he could have made easily if he had speeded up a little, and his wife had informed him of this for the full minute he had sat at the light waiting for it

to turn green. Now he picked up his speed and was on his way to the next intersection when the light turned yellow. He saw the two cars sitting at the light but decided to give his car more gas as he knew he could make it. Anyway, anything would be better than another lecture like the one he had had at the last light.

John is on the curb side and Ted is next to the center strip. The light is about to turn green. Ted's car blocks the view from the left for John but surely Ted will be able to see that way. With Cheryl's encouragement that he can win and with his pride at stake, nothing else is a big concern now. John and Ted rev their engines; the light turns green; Ted sees the car from the left, so he only pops the clutch a little and stops, but John goes flat out and hits the other car broadside. They have a tremendous impact. The door on John's side of the car is thrown open; he is thrown out onto the pavement and suffers a fatal injury. All three other persons involved in the accident are seriously hurt. Who do you feel is most at fault?

1. John
2. Ted
3. Other Driver
4. Cheryl
5. Terry
6. Wife of Other Driver



# UNIT 6

## Alternatives and Predicting Outcomes

UNIT NO. 6

UNIT TITLE: ALTERNATIVES AND PREDICTING OUTCOMES

NAME OF ACTIVITY: INFORMATION GATHERING -- STUMBLING BLOCKS (32)

Purpose: . . To increase the students' ability to recognize and avoid four common mistakes in information gathering.

A. Description:

Following student centered discussion on common mistakes made in reaching a decision, students note decisions where they have made those mistakes.

B. Preparation:

1. Reproduce sufficient copies of "Stumbling Blocks Worksheet" for each student. (32-4)
2. Complete the stumbling blocks prior to class time to gain familiarity with the activity and to develop personal examples which may be used for class.
3. Carefully review the "Stumbling Block Fact Sheets" for definitions and examples of the stumbling blocks. (32-5 through 32-7)

C. Implementation:

1. Ask students to brainstorm some common mistakes or errors which people commit which can be stumbling blocks to making a good decision. Record these mistakes on the board. Some examples of stumbling blocks are:
   a. Hurrying
   b. Trying to please others
   c. Acting without thinking
   d. Loosing track of the original decision to be made
2. Group these brainstormed ideas into categories and write them on the board. Four suggested groupings are:

Credit: Decisions and Outcomes, College Entrance Examination Board

a. Not knowing alternatives

b. Not knowing outcomes

c. Misinterpreting importance of data

d. Collecting useless or irrelevant data

3. Elicit at least two samples from students for each category.
4. Hand out the "Stumbling Blocks Worksheet" and ask students to fill in the categories. For each of the stumbling block areas, have the students note at least two personal decisions where they made those mistakes.
5. Ask for volunteers to give one of their decisions and why they felt that decision was an example of that particular stumbling block. Be sure that you, as the group leader, are involved in this part of the activity.
6. Contrast the cost of gathering information in terms of time or money with the possible costs or negative consequences of deciding with incomplete information.
7. Discussion questions are available on the "Stumbling Blocks Fact Sheet."
8. Tie the activity together by asking if there are any decisions where a person is most likely to have one of these four problems. (e.g.: Emotional decisions, decisions involving prejudice, decisions made when influenced by alcohol, or decisions requiring a quick action.)

D. Evaluation:

1. Were students able to note some personal decisions where they had difficulty gathering information?

E. Comments:

Variation -- Develop a set of visuals (slides, sketches) that could be used to begin the discussion.

1. Not knowing outcomes:

Example: Slide A - Little boy looking through a hole in the fence.

Slide B - Opposite side of fence, a boy getting ready to throw a ball through the hole for pitching practice.

2. Not exploring alternatives:

   Example: Slide A - A person getting or looking at a parking ticket.

   Slide B - Wide-angle shot showing a big billboard sign above his/her head showing free parking one block away.

3. Collecting useless or irrelevant data:

   Example: Slide A - Person looking at a car that is shiny, fairly new, mag wheels, etc.

   Slide B - Same person and car -- broken down on road, hood up, looking at engine.

4. Misinterpreting importance of data:

   Example: Slide A - Orson Wells broadcasting the War of the Worlds.

   Slide B - City in panic.

STUMBLING BLOCKS WORKSHEET

MISTAKE NO. 1 _____

1.

2.

MISTAKE NO. 2 _____

1.

2.

MISTAKE NO. 3 _____

1.

2.

MISTAKE NO. 4 _____

1.

2.

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## STUMBLING BLOCKS FACT SHEET

Four common mistakes that may show up in any type of decision:

A. Not knowing alternatives -- not choosing an action because one does not know it is a possibility.

Examples:

1. A student does not apply for a scholarship because he does not know it exists.
2. A driver in a hurry to get to a party chooses two-lane, windy, country road, not knowing of the nearby freeway.
3. A woman pays $400 for a television set because she does not know the set is available more cheaply at another store.

Discussion Questions:

1. Does a person ever know all the alternatives?
2. What happens if there are too many alternatives to consider?
3. Does time available make a difference?
4. Does a person sometimes know about alternatives but forgets to consider them? What causes this?
5. How does one create new alternatives?

B. Not knowing possible outcomes -- choosing an action even though one does not know the possible outcome.

Examples:

1. A person decides to take drugs (or combine alcohol and drugs) without knowing the possible effects.
2. A person decides to drink heavily at a party without considering how he will get home safely.
3. A retired couple moves to another state without considering the possibility of loneliness.

Discussion Questions:

1. What is a prediction?
2. How would one go about predicting what his chances were to get an A in a particular class?
3. Is experience an advantage in predicting? Can it be a disadvantage?
4. Is it helpful to know the probability of results?

C. Misinterpreting importance of data -- underestimating or overestimating the importance of certain information.

Examples:

1. A person misses a meeting because he hears a rumor that it has been cancelled.
2. A person chooses the narrow, winding road because a friend remembered going to the same place on that road several years ago.
3. A man decides to buy an old car because the owner, who is a stranger to him, says it is in good condition.
4. A student reads occupational information that is now outdated.

Discussion Questions:

1. Why would someone want to believe a rumor?
2. What are the dangers of asking others' opinions?
3. What are some factors that might cause people to misinterpret data?

D. Collecting useless or irrelevant data -- collecting information that cannot be used or is not necessary.

Examples:

1. A planning commission conducts a survey to collect data already available in the census report.
2. A person realizes he must drive home and asks his drinking partner if he is sober enough to drive.
3. A student takes an intelligence test to find out what musical instrument he should learn to play.

Discussion Questions:



1. What is wrong with collecting useless data?

## STUMBLING BLOCKS FACT SHEET (3)

2. How can one guard against doing this?
3. How does a person decide what information to collect?
4. Some people collect information they already know. Why?

UNIT NO. 6

UNIT TITLE: ALTERNATIVES AND PREDICTING OUTCOMES

NAME OF ACTIVITY: HIDDEN ASSUMPTIONS (33)

Purpose: . . To inject excitement and enthusiasm into the course when student interest seems to be low.

. . To highlight how much hidden assumptions or prejudices can influence a person's ability to interpret and respond to a situation.

A. Description:

Students take a test consisting of questions which play on hidden assumptions, and they discuss how assumptions affect their every day interactions.

B. Preparation:

1. Put a loaf of bread in the collection plate at church.
2. Switch the faculty restroom signs.
3. Sit at a very different table during lunch.
4. Shake hands with your left hand or with just your fingers.
5. Fill the coffee pot with ice tea.
6. Walk backwards down the hall.
7. Arrange the desks in your classroom very differently every day for two weeks.
8. Gift wrap your grade cards.
9. Insist that the store clerk at the supermarket weigh your meat purchases.
10. Reproduce sufficient copies of "Hidden Assumptions Test" for each student. (33-3 and 4)

D. Implementation:

1. Give the "Hidden Assumptions Test" to the students allowing them five to ten minutes to complete it.

Credit: "Communication Skills," Human Relations Curriculum, Washington State University.

2. Correct the test indicating to the students that most people score far less than 60 per cent correct.
3. Discuss how hidden assumptions can affect a person's ability to solve problems and make decisions.
4. Isolate some of the hidden assumptions in each of the test questions.
5. Open up a discussion on some or all of the following questions:
   a. Why do we all maintain certain assumptions about people, things, or activities?
   b. When can hidden assumptions be helpful and when hindering?
   c. What are some hidden assumptions you could eliminate which would improve your relationship with friends, enemies, strangers, animals, blackberry bushes, etc.?
   d. What were some of our assumptions while asking and answering these questions?
6. Give students examples of how you prepared for this class. Ask them to drop one of their assumptions for one day and list on the board their names and the assumptions with which they are experimenting.

D. Evaluation:

1. Do you feel a little less like everybody else in this world?
2. Are your students able to indicate some of the effects of dropping their one assumption? -- Do you care?

E. Comments:

"Everything you've learned in school as 'obvious' becomes less and less obvious as you begin to study the universe. For example, there are no solids in the universe. There's not even a suggestion of a solid. There are no absolute continuums. There are no straight lines. Why did the chicken cross the road?"[1]

[1]Buckminster Fuller, I Seem to Be a Verb, with Jerome Agel and Quentin Fiore, New York: Bantam, 1970; Introduction to Human Relations, Washington State University

## HIDDEN ASSUMPTIONS TEST

1. Two men played chess. They played five games, and each man won three. How do you explain this?

_____

2. Answer this question within five seconds and do not return to check your answer: How many animals of each species did Adam take aboard the Ark with him? (Note -- the question is not how many pairs, but how many animals.)

_____

3. An archaeologist reported that he had discovered two gold coins in the desert near Jerusalem dated 439 B.C. Many of his fellow scientists refused to take his claim seriously. Why?

_____

4. If you had only one match and you entered a room to start a kerosene lamp, an oil heater, and a wood-burning stove, which would you light first and why?

_____

5. Here is a question on international law: If an international airliner crashed exactly on the U.S.-Mexican border, where would they be required by law to bury the survivors? (Do not spend more than ten seconds on this question.)

_____

6. You have four nines (9, 9, 9, 9). Arrange them to total 100. You may use any of the arithmetical processes (addition, subtraction, multiplication, or division.) Each nine must be used once and only once.

_____

7. You have a dime in an empty wine bottle. The bottle is corked. Your job is to get the dime out of the bottle without taking the cork out. You must do

7. (Continued) this without damaging the bottle in any way. How would you do it?

---

8. Explain the following true boast: "In my bedroom the nearest lamp that I usually keep turned on is 12 feet away from my bed. Alone in the room, without using wires, strings, or any other aids or contraptions, I can turn out the light on that lamp and get into bed before the room is dark."

---

9. Draw four straight lines through all nine dots without lifting pen or pencil from the paper:

. . .

. . .

. . .

10. Memorize the phrases below. As soon as you do that turn the paper over and write them at the top of the back of this page. Do not look back at the phrases once you have turned this page over.

PARIS
IN THE
THE SPRING

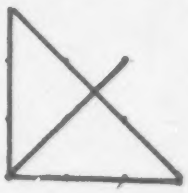
BIRD
IN THE
THE HAND

ONCE
IN A
A LIFETIME

SLOW
MEN AT
AT WORK

180

## ANSWERS - HIDDEN ASSUMPTIONS TEST

1. They didn't play the games with each other.
2. Adam didn't go on an ark. Noah did.
3. The date B. C. couldn't have been used before Christ.
4. The match.
5. Survivors aren't buried.
6. $99 + \frac{9}{9} = 100$
7. Push the cork in the bottle and shake the dime out.
8. He does it in the daytime.
9. 
10. Note that each phrase has a repeated word.

UNIT NO. 6

UNIT TITLE: ALTERNATIVES AND PREDICTING OUTCOMES

NAME OF ACTIVITY: TAMING EMOTIONS (34)

Purpose: . . To stimulate students' interest in, and appreciation for, dealing with emotions in a nondestructive or positive manner.

A. Description:

Students develop alternative actions for people under emotional stress. Sketches are used to picture these emotionally affected people. Finally, students decide on and predict possible outcomes for personal alternatives they have when emotionally upset.

B. Preparation:

1. Obtain emotional sketch slides or transparencies which accompany the curriculum in the Group Leader's Guide.
2. As an alternative to the emotional sketches, you and/or the students can cut out emotional pictures from magazines or photograph emotional situations.
3. Make a list of emotionally trying situations. Some examples are:
   a. Being tailgated very closely at night by a person with his lights on bright on a curvy road with no possible place for him to pass for at least five miles.
   b. Following a very slow driver on a curvy road when you are in a hurry and the slow driver has already passed two slow moving vehicle turn outs.
   c. Receiving a ticket from a traffic officer for running a stop sign you did not see.
   d. Watching two lovebirds "make out," as they ride along on a very narrow country road when you are approaching or following their car.

e. Stopping at a stop light and a very elderly person begins to step into the crosswalk just as the light turns green.

4. Experience with the Feel Wheel can be very helpful in this activity. For this reason, the teacher may want to do activities "Feel Wheel/Scavenger Hunt" (11) and "Name It, Claim It," (12) or an abbreviation thereof, previous to this activity.

C. Implementation:

1. Present the slides or transparencies of emotional sketches.
2. During the slides, encourage an open discussion by asking students to identify the emotions being exhibited by the people in the sketches, how those people might act in that certain emotionally trying situation (developed in Step 3 of Preparation), and what the possible outcomes of their actions might be.
3. Instruct the students to individually write down two or three emotionally trying situations which they have experienced or might experience in the near future.
4. Break the students into pairs and ask them to share their situations and develop at least two positive alternatives for dealing with their emotions. After developing the alternatives, have the students identify two or more possible outcomes for each positive alternative.
5. Bring all the students back together and discuss in general terms some of the alternatives they developed for dealing with emotions.

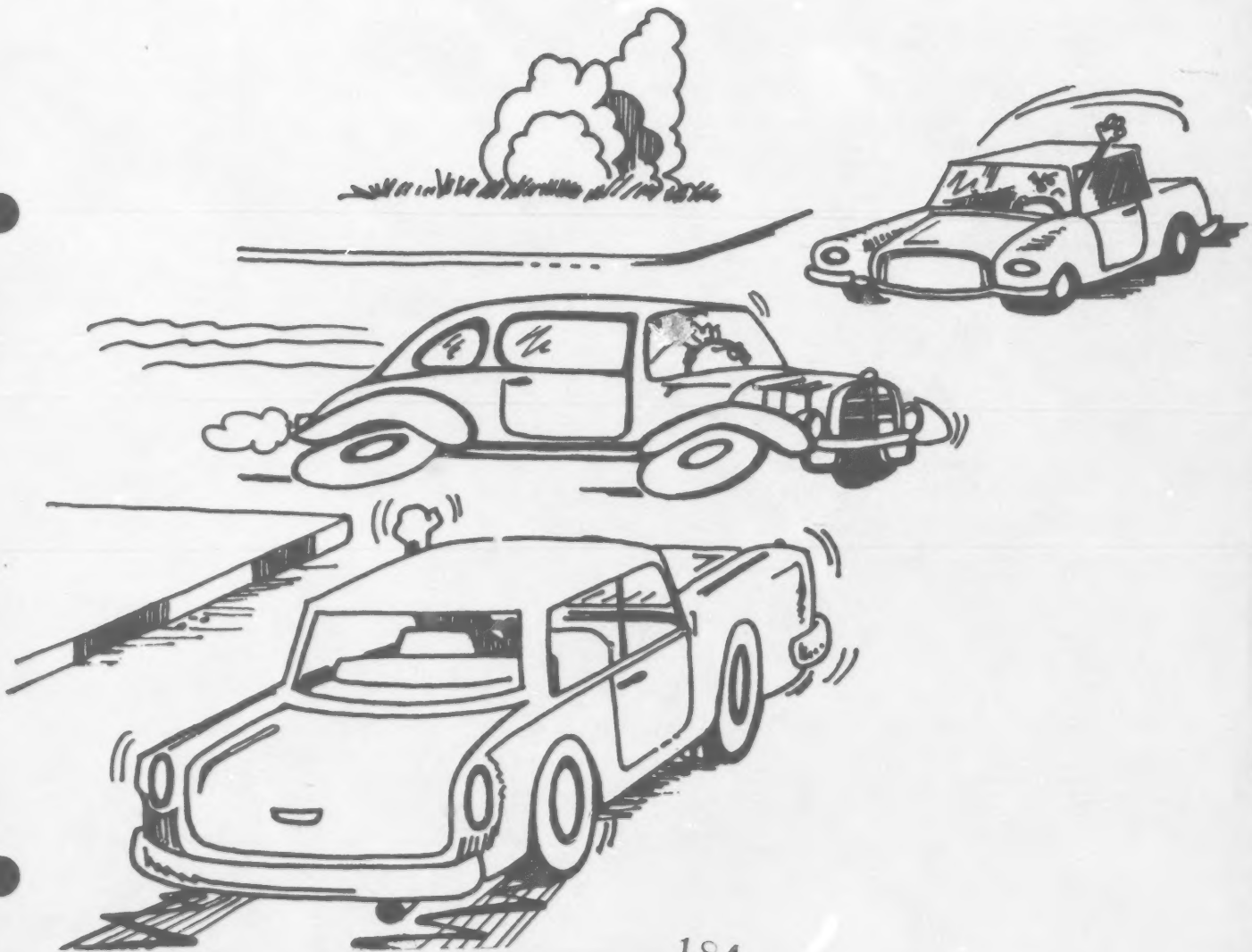
D. Evaluation:

1. Did students note alternatives which were practical for day-to-day emotional problems?

E. Comments:

1. A short review of the "Emotional Fact Activity" (10) may be necessary at the beginning of this activity.

2. Love is as important as fear; positive emotions or no emotions are as important as negative emotions. Recognize this fact and try to keep from dwelling on the negative emotions.



UNIT NO. 6

UNIT TITLE: ALTERNATIVES AND PREDICTING OUTCOMES

NAME OF ACTIVITY: ALCOHOL -- FACT OR FALLACY (35)

Purpose: . . To give students a chance to express and evaluate what they believe about alcohol and receive added alcohol information.

A. Description:

Students and the group leader categorize some of their beliefs as either fact or fallacy; discuss the rationale for this categorizing; figure an approximate blood alcohol content for themselves with different amounts of alcohol; and study information on alcohol, driving, and risk of accidents.

B. Preparation:

1. Obtain a large sheet of butcher paper and a felt pen.
2. Tape or tack the paper on the wall and make two columns, labeling one FACT and the other FALLACY.
3. Reproduce copies for each student of "Relative Risk of Drinking Drivers Causing a Traffic Mishap." (35-3)
4. Reproduce copies for each student of "Blood Alcohol Level Chart." (35-4)
5. Research and obtain information on alcohol facts and fallacies.

C. Implementation:

1. Ask the students to submit facts and fallacy on alcohol.
2. It may be necessary to you to begin one or both of the lists, maybe by putting a common fallacy in the fact category or vice versa.
3. Encourage students to offer evidence for placing a belief in the fact or fallacy category.
4. If someone disagrees with the placement of information, he/she should offer reasons to justify moving the information to the other column.
5. Continue until at least 10 to 12 ideas have been recorded. You must add important information the students have overlooked on the physical and

behavioral effects of alcohol.

6. A general discussion should follow and may center around the following questions:
   a. Where does the misinformation about alcohol come from?
   b. How can being misinformed about alcohol affect your driving?
   c. Were there any items discussed that you did not know?
   d. What clues does a person have when alcohol begins to affect his/her driving?
7. Hand out the "Relative Risk of Drinking Drivers Causing a Traffic Mishap" and have the students determine the blood alcohol level at which it becomes unsafe to drive and explain their reasons for choosing that level.
8. Hand out the "Blood Alcohol Level Chart" and have the students draw a line between their weight and the blood alcohol level selected.
9. Open up a discussion on alcohol, driving, risks, and individual differences. Possible questions for this discussion are:
   a. Would everyone in this class be as capable of driving with the same number of beers or drinks?
   b. Does mental attitude affect your susceptibility to alcohol's effects?
   c. Do you have to take a breathalizer test if stopped by a law officer?
   d. What should the penalty be for drinking drivers? For those who cause accidents?

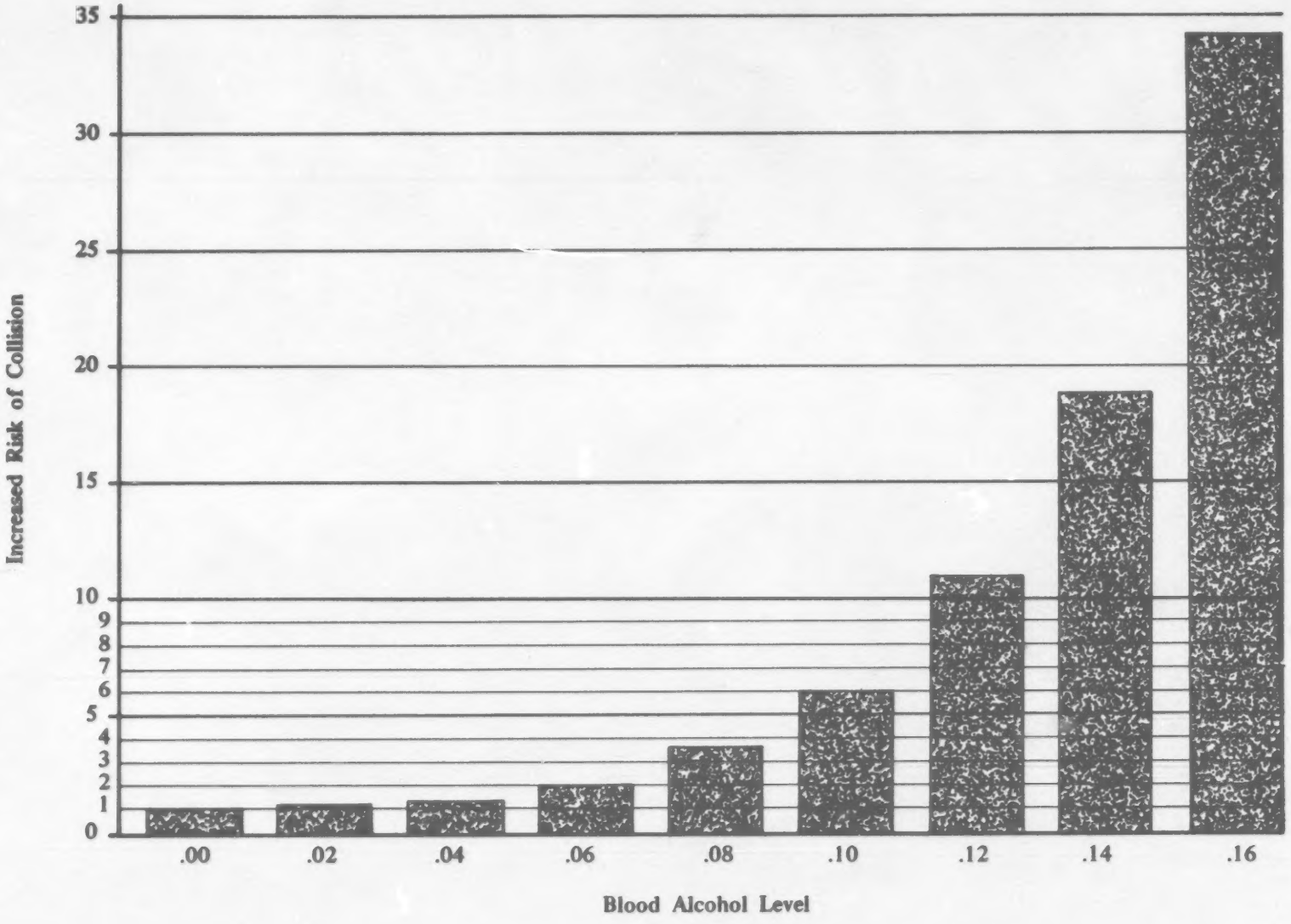
D. Evaluation:
1. Was there a good deal of group interaction?
2. Were the necessary alcohol facts and concepts brought out?
3. Were more facts presented or more fallacies?
4. Was there a lot of movement from category to category indicating a need for more alcohol information to be presented?

E. Comments:

It must be re-emphasized that it is the instructor's responsibility to be well informed and finalize the placement of the facts and fallacies. The instructor should be prepared with specific references and information to support his position on each item or indicate that he will study the point and report back.

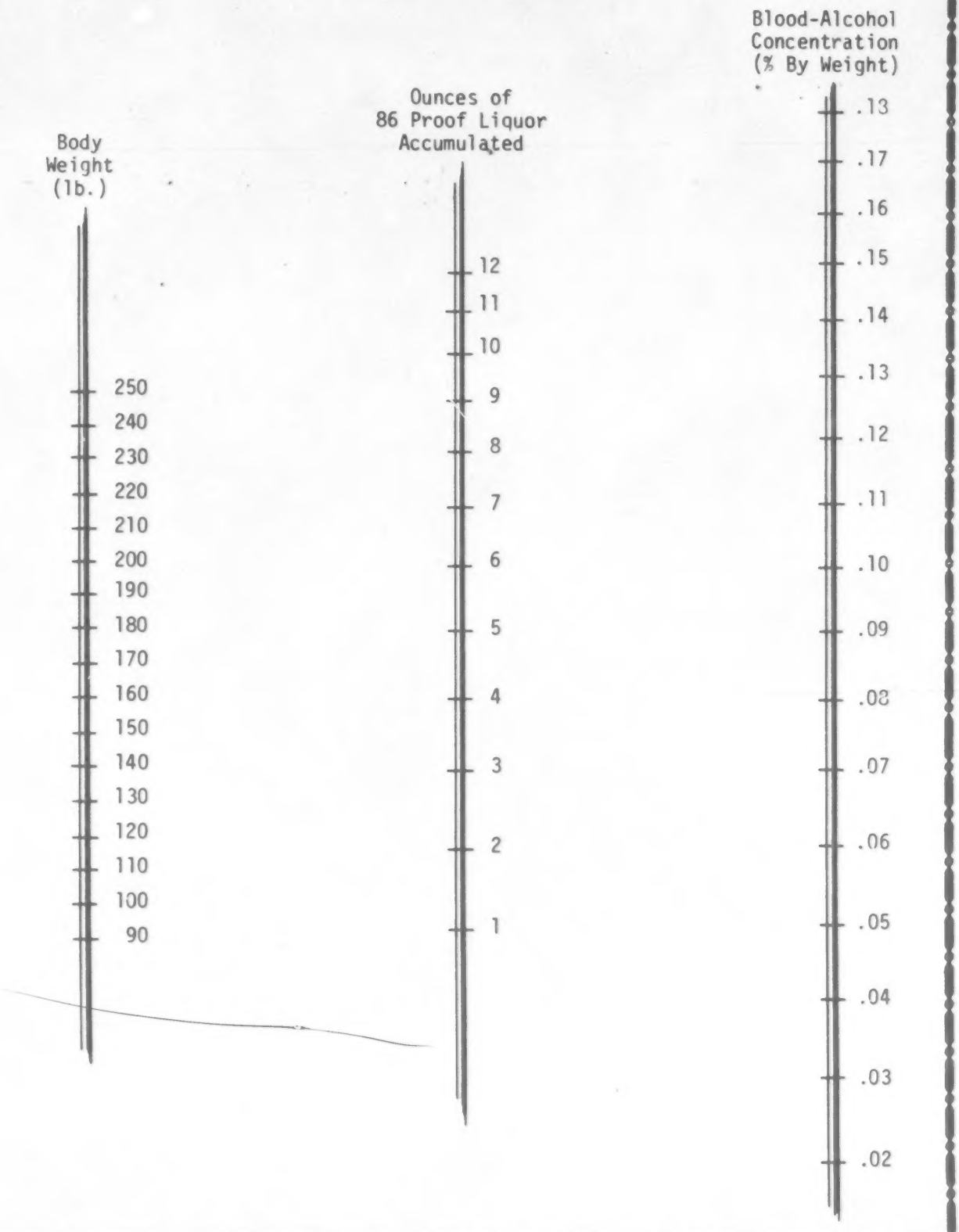
WASHINGTON STATE DEPARTMENT OF MOTOR VEHICLES

RELATIVE RISK OF DRINKING DRIVERS CAUSING A TRAFFIC MISHAP




35 - 4

# DEPARTMENT OF MOTOR VEHICLES
## DRIVER IMPROVEMENT DIVISION
## BLOOD ALCOHOL LEVEL CHART



UNIT NO. 6

UNIT TITLE: ALTERNATIVES AND PREDICTING OUTCOMES

NAME OF ACTIVITY: ALCOHOL -- THE PARTY (36)

Purpose: . . To have the students experience an "alternatives and outcomes" search or sorting process when confronted with alcohol, driving, and sex roles conflicts.

A. Description:

After viewing an alcohol driving related trigger film "The Party," students determine what alternatives are available, the possible outcomes for each alternative, and how realistic the choices or alternatives are.

B. Preparation:

1. Secure and review the trigger film "The Party."
2. Reproduce sufficient copies of "Think Sheets" for each student. (See example of "Think Sheet" in Unit 8 -- Situations S-4.)

C. Implementation:

1. Explain to the students that the purpose of the film is to give them a situation that they might encounter or be involved in. Their task at the end of the film will be to come up with a number of possible alternatives for the situation and predict what the outcome might be for each alternative.
2. Show trigger film (eliminate lead in).
3. At completion of film, hand out the "Think Sheets" and have students complete items requested. Example: What is the decision to be made? What are the alternatives available, and what might the outcome be for each alternative?
4. When students have completed the "Think Sheet", write on the board the alternatives and possible outcomes given verbally by the students.

5. When the alternatives and outcomes have been listed, ask students to individually draw the continuum below and plot the alternatives on their continuum according to how realistic the choices would be for each of them.

This may work, but I wouldn't use it. |——————————————————| I'd try this for sure.

6. Discuss with the students:
   a. The internal and external pressures placed on a person in this type of situation. (Sex roles, alcohol affected decision making, etc.)
   b. The reasons why a person may disregard some of the alternatives and choose to drive.

D. Evaluation:
   1. Were students able to identify some realistic approaches to this situation involving alcohol and driving?
   2. Did students recognize certain restrictions placed on women and on men by their sex roles?

E. Comments:
   1. Placing alternatives on the board increases student retention and helps them realize the large number of alternatives available.
   2. The "Think Sheet" can be an excellent way to sort out possible plans of action and feelings.
   3. If students did not identify some realistic alternatives, you should offer some of your own.

UNIT NO. 6

UNIT TITLE: ALTERNATIVES AND PREDICTING OUTCOMES

NAME OF ACTIVITY: INSURANCE -- RANK ORDER (37)

Purpose: . . To inform students as to the different types of automobile insurance.

. . To show how they express their attitudes and values in the type of insurance coverage they choose.

A. Description:

Students rank order insurance alternatives. This activity demonstrates that many decisions require more thoughtful consideration than they often receive and that insurance decisions and decisions in general are based upon and reflect one's attitudes and values.

B. Preparation:

1. Select the questions desired with the possible choices for each question.
2. Place the questions on a transparency for use with an overhead projector.
3. Construct questions to cover major points of concern about insurance.
4. Procure insurance information pamphlets for the students at least one day before the activity will be used.

C. Implementation:

1. Explain to the class that you will ask them some questions which will require them to look deeper into themselves and make a value judgment. This will be accomplished by ranking from 1 to 5 alternatives for questions pertaining to insurance. No. 1 should be the closest to their preference and No. 5 the least acceptable.
2. Read each question aloud as you uncover it on the overhead. Then uncover the choices and read each one to the students as they rank the choices on a piece of paper.

3. Call on six to eight students to give their rankings. Students should always have the right to pass. Mark the student responses beside the choices on the overhead so that everyone can see the trend in the class.
4. A class discussion should follow with all students who choose explaining their reasons for their choices.
5. The group leader can give his own rankings and reasons, if necessary or desired, to stress certain important points which the students did not bring up.
6. Continue this procedure through the remainder of the questions.

D. Evaluation:

1. Were the students aware of their insurance needs and how they established those needs?
2. Were there any students who changed their priorities during the activity?

E. Comments:

1. In this open-ended discussion, no answers are to be designated as right or wrong.
2. You may not want to have six to eight students give their ranking out loud as this might set a trend for the class. As an alternative, every student can comment on and give reasons for their ranking or answer at least one question.
3. There are a number of other questions you might ask besides the ones given, and/or the students could brainstorm questions they would like to consider on this subject.
4. You may want students to rank the alternatives once without considering the cost of the alternatives and then rank them again after bringing in costs. (Question No. 1 and 5)

## INSURANCE -- RANK ORDER

1. When you buy insurance, which type of coverage is most important to you?

| | | Approx. Cost | |
|---|---|---|---|
| a. | Liability | $ 230 | _____ |
| b. | Deductible collision | 135 | _____ |
| c. | Medical | 20 | _____ |
| d. | Uninsured motorist | 10 | _____ |
| e. | Comprehensive loss (Fire, theft, vandalism) | 30 | _____ |

2. Do you feel insurance rates are more fair for:

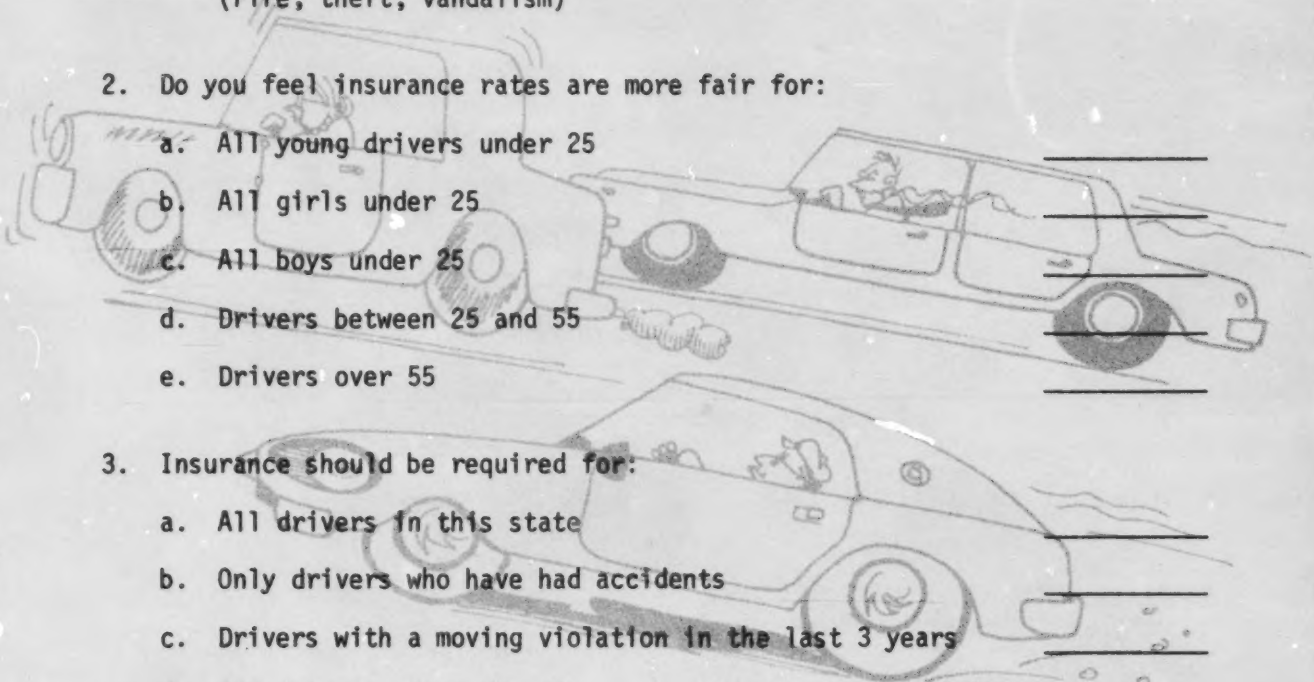
a. All young drivers under 25 _____

b. All girls under 25 _____

c. All boys under 25 _____

d. Drivers between 25 and 55 _____

e. Drivers over 55 _____



3. Insurance should be required for:

a. All drivers in this state _____

b. Only drivers who have had accidents _____

c. Drivers with a moving violation in the last 3 years _____

d. All drivers under 25 only _____

e. No one _____

4. Insurance companies should be allowed to cancel an insured driver:

a. At any time _____

b. Only after an accident which was his fault _____

c. Only after he/she has had two moving violations within a two year period _____

d. Only after he/she has had an accident whether it was his/her fault or not _____

e. Never _____

## INSURANCE -- RANK ORDER (2)

5. What limit of insurance would you feel is needed to protect you?

| | | Approx. Cost | |
|---|---|---|---|
| a. | 15,000/30,000/10,000 | $ 240 | _____ |
| b. | 50,000/100,000/20,000 | 285 | _____ |
| c. | 100,000/300,000/20,000 | 340 | _____ |
| d. | Could not afford any | | _____ |
| e. | Would take my chances without it | | _____ |

6. If a driver had an accident with you and it was his fault; and if costs were $500 damage to your car and he had no insurance, should the law:

| | | |
|---|---|---|
| a. | Take his license away until he pays | _____ |
| b. | Put him in jail until he pays | _____ |
| c. | Collect from his check automatically any money he makes until you get all your money | _____ |
| d. | Let him drive to work only until he pays | _____ |
| e. | Sell his car to pay for your damages | _____ |

7. If I get into a wreck, I will worry most about:

| | | |
|---|---|---|
| a. | My car | _____ |
| b. | Losing my license to drive | _____ |
| c. | Losing my insurance | _____ |
| d. | Injury to other people | _____ |
| e. | Myself | _____ |

UNIT NO. 6

UNIT TITLE: ALTERNATIVES AND PREDICTING OUTCOMES

NAME OF ACTIVITY: CHOICE WITH RESPONSIBILITY (38)

Purpose: . . To develop an awareness in the students of when, how, and to what degree their actions affect peers, parents, friends, etc.

A. Description:

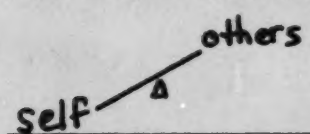
Students and the group leader identify situations where their actions affect primarily themselves, themselves and others, and primarily other people. Students also go into detail on one decision which they will make in the near future. Students determine who will be affected and how they will be affected by each alternative the students might decide on.

B. Preparation:

1. Identify and note several situations to be used as examples if students have difficulty.
2. Reproduce one copy of the "What Outcome" sheet for each student. (38-4)

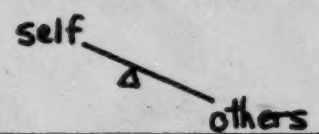
C. Implementation:

1. Divide the blackboard into three sections, titling one "Self," one "Self and Others," and one "Responsibility to Others." (Note: Teeter-totter illustrations may help the student realize that "primarily" is the key word and the distinctions are gray -- not totally black or white.)










| Self | Self/Others | Others |
|---|---|---|
| | | |

2. Introduce the activity by saying, "This class will be a brainstorming session where we will attempt to identify situations (driving and non-driving) where --
   a. the results of our decisions will mainly affect ourselves as individuals;
   b. the results of our decisions will affect ourselves and others almost equally;
   c. the results of our decisions will mainly affect others."
3. Ask the students to work with true-to-life decisions and probable consequences -- ones with which they can easily identify.
4. Point out that it is not the decision, but who it might affect that is the main concern of this activity.
5. Ask students to brainstorm decisions and then personally record or have a student record the decisions in the appropriate column.
6. Re-emphasizing the brainstorming rules may be necessary.
7. After 10-15 minutes, halt brainstorming and go over each situation and try for a class consensus on whether the decision or situation is in the appropriate column.
8. Have students determine what makes the difference between the three categories.
9. Students can practice changing the circumstances of a decision to move it from column to column. (e.g., the solitary drinker in his own home or driving down the road.)
10. Instruct the students to write on the "What Outcome" sheet a future personal decision, the choices or alternatives they have, who will be affected, and how they will be affected by each choice.
11. Tell the students they will not be asked to share these decisions.
12. The activity should be summarized by discussing responsibility, the different people an individual is responsible to, and why this responsibility exists.

D. Evaluation:

Did students recognize that most actions affect others and how important it is to consider those effects?

E. Comments:

1. The group leader should be involved in this activity along with the students.
2. Examples of situations:
   a. Driving without insurance
   b. Yielding the right of way
   c. Smoking
   d. Drinking
   e. Picking up or properly disposing of litter
3. Alternative -- Students identify decision-making situations before placing the categories on the board. (Step 1 -- Implementation)
4. Alternative -- Using a more direct approach.

   Situation: You have a date with someone who is very important to you and don't have any money. On the way to your date's home you find a wallet with $100 in it. There is a name and address and other personal articles.

## WHAT OUTCOME

Think of a decision you have to make. Some people might be affected if you made one choice and not affected if you made a different choice.

Decision to be Made: _____

Write down your possible choices:

| Choice 1: | Choice 2: | Choice 3: |
|---|---|---|
| | | |

Who are the people who might be affected with each choice, and how might they be affected:

| Choice 1: | Choice 2: | Choice 3: |
|---|---|---|
| | | |

UNIT NO. 6

UNIT TITLE: ALTERNATIVES AND PREDICTING OUTCOMES

NAME OF ACTIVITY: CRASH AVOIDANCE (39)

Purpose: . . To provide students with last minute, evasive action experience illustrating the need for planning in split-second decision-making situations.

. . To point out some activities which cause us to be inattentive to the driving task and how potentially dangerous this inattention can be in a critical situation.

A. Description:

Students view the film "Crash Avoidance" where they are confronted with a number of imminent crash situations, immediately determine their alternatives, and react to the situation by trying to locate the escape path.

B. Preparation:

1. Preview the film "Crash Avoidance."
2. Try to obtain a 16 mm projector with an anamorphic lens. The film can be used with a regular lens, but the images will be slightly distorted.
3. Become thoroughly familiar with the film, looking for still framing cues which precede the evasive action experience.

C. Implementation:

1. Brainstorm with the students some things that affect drivers (e. g. smoking, screaming or fighting kids, arm around a date, thinking of something else besides driving).
2. Ask students, "Have you been involved in an emergency situation where you have had to take some type of evasive action? Describe the situation, what happened, and how it turned out."

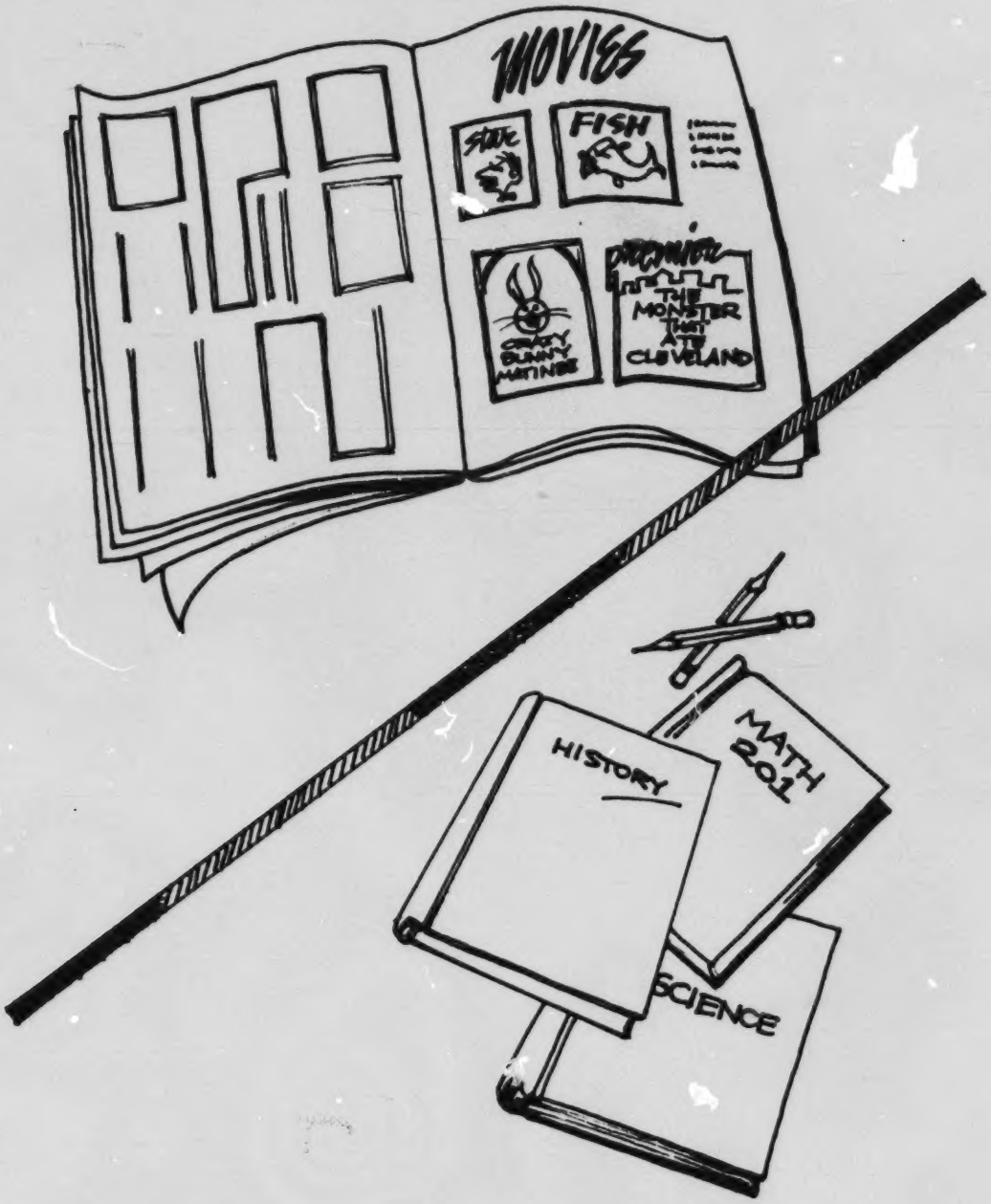
3. Introduce the film by pointing out that in some decision-making situations, as in an evasive action situation in driving, time is not available for a lengthy decision-making process; action is required and required immediately.
4. Start the film and at selected spots still frame and ask selected students what they would do and why. Ask them if they saw any cues leading up to this situation that might have indicated an emergency situation developing.
5. As the car in the film approaches an emergency situation, ask the students to imagine they are driving and are being influenced in one of the ways they brainstormed earlier.
6. When the film is completed, initiate a discussion on the time necessary to make various types of decisions and the benefits of thinking through decisions requiring quick action before they happen.

D. Evaluation:

1. Were students confident and interested enough to respond quickly to the crash avoidance alternatives?
2. Did the students seem to appreciate the need for preparing for a possible accident or quick decision in a decision-making situation?

E. Comments:

If a student chooses an inappropriate response for an evasive maneuver and sings it right out, they may be hesitant to respond to the next situation. You must be sensitive to embarrassment and encourage continued participation.




# UNIT 7

## Ranking Alternatives and Deciding

UNIT NO. 7

UNIT TITLE: RANKING ALTERNATIVES AND DECIDING

NAME OF ACTIVITY: HOMEWORK (40)

Purpose: . . To illustrate that when emotional stress is strong enough, it may completely override rational decision making.

. . To search for positive and realistic ways to channel or release emotional stress.

A. Description:

Students view a trigger film "Homework" and discuss the angry reactions of a teenage boy to his father's demand to complete his studies.

B. Preparation:

1. Preview the trigger film "Homework."
2. Run the film through the title and credits and stop at the beginning of the film where the boy is waxing his car.
3. Turn the film sound off.

C. Implementation:

1. Explain to the students that:
   a. The film sound will be turned off during the film.
   b. The film deals with an emotional conflict between a father and son.
   c. The black and white sections are flashbacks, representing the boy's thinking.
2. Show the film and at its completion you might ask the following questions:
   a. What might the father have been upset about?
   b. If you were in that situation, what options would you have?
   c. If you were the parent, how might you have acted?

d. What might the dialogue have been?

e. Could there have been anything in the past which affected this argument?

f. Is the boy's ability to make a decision affected in any way? If so, how?

g. What are some events or situations that might cause a similar reaction?

h. What other emotional stress, besides anger, might affect one's capability to make a decision.

i. What other ways could the boy have aimed or released his emotions besides driving off?

j. Which would be the best choice?

k. What would you have done?

D. Evaluation:

What comments did the students make to indicate that they recognized the limits emotions place on decision making?

E. Comments:

Using a non-evaluative and non-directive approach promote student discussion with numerous and stimulating questions from those above or questions independently developed.

UNIT NO. 7

UNIT TITLE: RANKING ALTERNATIVES AND DECIDING

NAME OF ACTIVITY: TENDER LOVING CARE (41)

Purpose: . . To acquaint students with the four decision-making strategies -- wish, escape, safe, and combination.

A. Description:

Students project themselves into a situation requiring a critical decision, apply the four decision-making strategies, and note the decisions and results for each strategy.

B. Preparation:

1. Review the decision-making strategy definitions in the glossary.
2. Reproduce enough copies of the strategy definitions so each student may have a copy. (41-3)
3. Reproduce sufficient copies of "Tender Loving Care" for each student. (41-4 through 41-6)

C. Implementation:

1. Solicit decisions and strategies or ways of making decisions from the students and record their responses on the board. (e.g.: First one that comes to mind, one which doesn't hurt anyone, easiest thing to do, etc.)
2. Introduce the decision-making strategy definitions.
3. Hand out a copy of the story "Tender Loving Care."
4. Read the story and ask the students to imagine that they are the doctor and circle information in the story which might be helpful to them in making a final decision.

Credit: Values Clarification in the Classroom: A Primer, J. Doyle Casteel and Robert J. Stahl.

5. Divide the class into four groups, assign a different strategy (wish, escape, safe, or combination) to each group, and ask each group to pick a recorder.
6. Ask each group to come up with at least two decisions which would demonstrate their assigned strategy. It may be necessary to give one or two examples.
7. Criteria to test whether a decision would be a result of applying a certain strategy is listed in the form of a question under each category on page 41-3.
8. When all the groups have at least two decisions, draw four columns on the board and label each column with a different strategy.
9. Have the groups report their decisions.
10. After all the groups have reported, open the discussion up for additional decisions or comments on the decision already noted.

D. Evaluation:

1. Did the students offer decisions which met the criteria and so indicated a specific strategy had been applied?
2. Were any comments made by the students which indicated they could see some value in understanding how or which strategies they used in making decisions.

E. Comments:

The recent nationwide attention given to the subject of euthanasia can be very helpful in stimulating and maintaining a high level of interest in this activity. However, the teacher should remember throughout the discussion that its main purpose is to explain the decision-making strategies and the story's subject matter is only an aid towards accomplishing this purpose. Two other stories, "The Price of Loyalty" and "Professional Desire," have been included which may be used instead of or in conjunction with "Tender Loving Care," depending on the group leader's preference.

| | WISH | ESCAPE | SAFE | COMBINATION |
|---|---|---|---|---|
| Criteria = Does the Decision fit the Strategy | Criteria: Will the decision lead to the most desirable outcome, ignoring risk? | Criteria: Will this decision most likely eliminate the worst possible outcome? | Criteria: Does this decision have the greatest probability of success? | Criteria: Is this decision the best combination of high probability of success and desirable outcome? |

# TENDER LOVING CARE

## Social and Scientific Context

You have spent a long and dreary night watching videotape replays of hospital patients assigned to an experimental section of University Hospital. As a doctor and as a teacher who is involved in the training of doctors, nurses, and other health-related personnel, you are studying the care and treatment of patients who are known to be dying. You have three primary goals:

1. To analyze and describe the problems peculiar to the case and treatment of the terminally ill.
2. To identify areas in which the care and treatment of the terminally ill can and should be improved.
3. To select instances in which doctors, nurses, and other health-related personnel exhibit behaviors that are models of how the terminally ill should be cared for and treated.

In order to avoid interfering with the work of doctors and others, you have placed television cameras and videotape decks in the rooms of patients who have agreed to be videotaped. This enables you to study how the terminally ill are treated. Videotaping also enables you to store models of how the terminally ill should be treated. Tapes not useful as models are erased and reused to cut research expenses.

Already today you have watched more than five hours of tape. You have carefully observed the responses of a dozen dying persons to the acts of nurses, doctors, practical nurses, and orderlies. In so doing you have witnessed pain, hopelessness, despair, and dignity. You have seen how truly cowardly as well as how bravely a person can face his ultimate fate. As difficult as these five hours have been for you, you have dreaded the tape that you must now analyze. This tape is labeled innocently enough:

Credit: Value Clarification in the Classroom: A Primer, By Casteel and Stahl
Reproduced by permission of Goodyear Publishing Company, Inc., Copyright 1975.

TENDER LOVING CARE (2)

John (Johnny) Paul Greene
Age: 14
Leukemia: Terminal
Research Code No: 1041

You know that this tape will be the most trying one for you. Whereas up to now you have been watching persons past the prime of life die, you must now watch a young person's last minutes of life. Today Johnny Greene died.

As you remove the videotape from its container and thread the videotape deck, you remember Johnny. Only a month ago he was admitted, when it was discovered that he had a severe case of leukemia. At first doctors believed that Johnny would live for several months, perhaps for a few years. However, his condition rapidly deteriorated, and his doctor's prognosis was changed to read several days, perhaps a few weeks at most. In addition, Johnny was found to be allergic to those medicines most effective at easing his pain. By the end of his second week at the hospital, Johnny had accepted the fact that he would soon be dead.

As Johnny's condition worsened, he was placed on the terminal floor. With his parents' permission, you began monitoring his treatment and care. You recall that machines were constantly being used to provide his body with life-prolonging fluids. Johnny did not complain about his experiences as part of a mechanized life-support system. When he had moments without pain, he cherished talking with others, and his smile was both contagious and radiant. Between these moments his frail body sometimes writhedin pain, but he did not blame his suffering on others. Indeed, he still managed to have a smile and a kind word for his favorite nurse, Mrs. Guertin. The relationship between Johnny and Mrs. Guertin has already provided you with a number of taped episodes you believe will be useful for purposes of training future doctors and nurses to care for terminally ill young persons.

Three days ago Johnny's condition became critical. Since that time, his only communication with the world had been horrible contortions of his body and the pain etched in his face. Johnny's final hours, you realize, were hours of almost un-

bearable pain. Without the support of machines, he would have died rapidly. After three days, those who knew Johnny best, including you, were thankful that his suffering had been terminated by death.

With the tape threaded in your equipment, you begin viewing it. First, you hear the door to Johnny's room opening, which switches on your recording equipment. Next, you see Mrs. Guertin moving toward Johnny's bed with a clipboard in her hand. Reaching Johnny's bedside, Mrs. Guertin checks each element in the apparatus that is keeping Johnny alive, referring to a checklist held in place by the clipboard she carries. When she is finished, she strokes Johnny's forehead and rushes from the room. You observe that her affection for Johnny has made it impossible for her to keep her composure.

When Mrs. Guertin enters the room for a second time, your equipment again becomes operational. She moves to Johnny's bed. She looks quite composed as she removes a small clamp from her pocket and attaches it to one of the plastic tubes entering Johnny's body. Slipping this section of tubing under the sheet that covers Johnny's body, Mrs. Guertin kisses him and leaves the room with a trace of smile on her face.

Immediately you turn off your replay equipment. You know that Mrs. Guertin has deliberately hastened Johnny's death. You know that her action is legally wrong. You recall your Hippocratic Oath. You know that you can erase the tape and no one will ever know what occurred. You know that if you make others aware of what you know, Mrs. Guertin may be charged with murder. You decide to do the best possible thing under these circumstances. Having made your decision, you . . . .

# THE PRICE OF LOYALTY

## Social and Scientific Context

As a university freshman, you are on your way home for the Halloween weekend. As you drive east toward your home at twilight, the headlights of your car pick up a roadside sign:

AVONDALE 5 miles

The sign jogs your memory and you begin to recall newspaper stories that you have read and news accounts that you have heard about the town of Avondale.

Avondale, you remember, is a town of about 15,000 persons nestled in a peaceful valley. Because of its beautiful natural setting, the nearness of the university, and an availability of services for the elderly, Avondale has become a retirement community. Until twelve months ago, the town of Avondale had never made the front page of the city newspapers. Within the last twelve months, however, the town has been quite newsworthy.

First, in October and November of last year, heavy winter rains led to a major flood in the valley where Avondale is situated. In spite of some advance warning, damage to property was heavy and a dozen persons were drowned. Of the dozen persons who drowned, five were over sixty. The remainder of those who lost their lives were in their twenties and thirties.

Since the flood, the town has been cleaned up and, on the surface, few signs of flood remain. Nevertheless, psychiatrists and mental health personnel who work with the elderly of Avondale have reported that the elderly live with a constant anxiety that they will die in the next flood. Psychiatrists have also reported that many of the elderly become more frightened instead of being reassured when they are presented with the facts. The facts are:

1. The flood of last year was the first known case of Avondale experiencing a flood in which a human life was lost.

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2. Most of the persons who drowned in the flood were not elderly.
3. The meterological conditions that led to the abnormal rains and flood are not likely to reoccur.
4. Emergency measures have now been designated and tested by which it would be possible to evacuate Avondale residents prior to flooding should the same conditions reoccur.

In spite of this information, the retired people, living in comfortable houses, possessing the necessary resources to live out their lives happily, and having every reason to feel secure, are by and large very frightened.

Most of your knowledge of the flood and consequent fear are based on news accounts and newspaper stories you heard and read last winter. But during the last three weeks Avondale has once again become newsworthy, this time as the focus of a number of flying saucer reports.

During the first week of October, a man and his wife reported an unidentified flying object to the sheriff's office. By the end of the week, a deputy sheriff on late night patrol and a number of workers driving home between 10 and 12 p.m. had reported mysterious flying objects with flashing lights in the sky over Avondale.

By the second and third weeks of October, rumors were running rife. An elderly man and his wife who were driving to Avondale were yanked, car and all, into the sky and disappeared without a trace. A local citizen, known to enjoy a pause at the bar before going home, ran his car into a ditch. Arrested for drunk driving and fined, he complained that a lighted object had swept down from the sky and that in order to avoid a head-on collision he had taken to the ditch. The death of a hitchhiker had been officially listed as hit-and-run accident, but many reported that he looked as though he had been tortured and dropped from the sky. A nearby farmer lost some of his herd of cattle; while the sheriff spoke of rustlers, many Avondale residents insisted that the cattle had been taken by strange beings from another world in an alien spaceship. A local fortuneteller

reported that all astrological signs pointed to an imminent invasion of Earth, with Avondale being the most logical initial conquest. Immediately, persons who had never placed much value in astrology become confident that she was right in her prediction.

Not surprising then, Avondale is tense. The elderly are near the point of panic, and their nervousness has made other residents anxious.

Psychologists have sought to allay fears and relieve tension by offering a logical explanation for the rumors: Residents of the town live in constant fear and have so lived for twelve months. Nothing whatsoever in the facts of their life justifies this terror. So in order to explain their unreasonable fear, residents of Avondale have manufactured rumors about flying saucers. By believing in the flying saucers and accepting the truth of rumors, the fear they feel can be made reasonable and acceptable. This explanation, however, has proven ineffective in curbing fear and relieving anxiety. Fear, tension, and near panic continue to prevail.

As you climb the long, steep grade toward the top of the ridge from which you will be able to spot Avondale, you chuckle and treasure your recollections. Your mood is interrupted by the flashing of an indicator that means your engine is overheated. You pull to the side of the road, stop your engine, and raise the hood so that the engine will cool. Knowing that you will need to wait about thirty minutes you notice an old logging road leading toward the valley and decide to take a short exploratory walk to pass the time.

You walk for about a hundred yards, enjoying the brisk mountain air and admiring the stars shining in a cloudless sky. Then, rounding a turn in the road, you almost bump into a large panel truck. Examining the truck more carefully, you discover that it belongs to a popular co-educational club sponsored by your university. You are positive in your identification for you have visited the clubhouse and have often seen the closed truck on campus. In addition, the sides and

rear of the truck contain the symbolic decal of the club, Finding the truck arouses your curiosity, and discovering that it belongs to the University Club only intensifies your original interest. After all, this is the club that you hope you will be invited to join before the year is out. You have already done all that you can do to seek membership, and you are awaiting an invitation that is by no means certain to be forthcoming. However, you are hopeful.

Just as you are about to wander further down the old logging road, you hear a group of people moving toward you, whispering and laughing. You decide to hide in the brush to determine who is sharing the old logging road with you. Almost immediately a group of young men and women wearing windbreakers you associate with the campus club return to the van. You can tell that they are sharing past successes and anticipating still another triumph.

While you observe, the group open the rear doors of the van and begin to remove objects. One boy removes a small box that looks like a transistor radio and extends an antenna. A girl removes a backpack from the van and helps the boy fasten the pack on his back. Together, the boy and the girl connect the "radio" to the pack with what appear to be electrical wires. Two other students lift a flat, oblong object from the van and tinker with it. Despite the absence of light, the group works efficiently, indicating much prior experience with the equipment. With the equipment checked, two boys carry the oblong object, which you notice is topped with two propellers, back down the road, followed by other members of the group. In order to satisfy your curiosity, you stalk the group.

Members of the group move to a clearing from which the lights of Avondale are barely visible, and they place the oblong object on the ground. The young man with the backpack begins to play with the black box that had appeared to be a transistor radio. Four events then occur: (1) Flashing lights illuminate the object placed in the clearing and make it look like a elliptical circle; (2) The propellers on the object begin to turn and to lift the object, now blinking wildly, into the air; (3) The object begins to emit a low

wailing noise; and (4) The object floats out over the valley and toward the town of Avondale. You realize that you have watched the successful launching of a flying saucer.

Your immediate reaction is delight. What a tremendous practical joke! What style! Imagine the creativity of the club, the success of the Halloween project! Beyond a doubt, the belief that this is the club you should join is confirmed.

After about thirty minutes, the flying saucer lands. Not wishing to be detected and cast in the role of a spy, you hastily return to your car and drive into the outskirts of Avondale, where you are stopped by a roadblock. A civilian wearing a civil defense armband informs you that you may proceed through town cautiously, at your own risk, if you wish.

Anxious as to why you can only proceed at your own risk, you turn on your radio. You discover that the latest flying saucer has caused a severe panic. A core of heart attacks have been attributed to the latest reported sightings. At least two couples are reported to have committed suicide rather than to risk capture and torture by aliens from outer space. A number of elderly persons attempting to flee have been involved in automobile accidents, some of which have been fatal. Looting is reported in the shopping center. Local police, unable to control the town, have requested and are awaiting the assistance of the State National Guard. You are dismayed. You hardly know what to do.

You attempt to weigh the consequences of alternative actions carefully. If you report what you know:

. . . Your efforts to get home will be delayed an undeterminable amount of time.

. . . The news may help calm the panic-stricken population and save lives.

. . . The news may mean the end of the University Club and most certainly will kill whatever chances you had of joining.

If you fail to report what you saw:

. . . You will protect your friends at the university who certainly had no intention other than to engage in a practical joke.

. . . Further loss of life, for which you may be held responsible, is likely.

You consider these choices quickly, for an immediate decision is demanded. Having considered, you make up your mind. You decide to do the best and the only thing that you could do in this situation. Your decision is to . . . .

PROFESSIONAL DESIRE

Social and Scientific Context

Dr. Richard Layne is a compassionate man, anxious to provide his fellow man with the social benefits of new medical knowledge. As a high school biology student he became aware of and developed an intense interest in the field of inherited diseases. With further undergraduate work and medical training, his interest deepened, and he became more sensitive to the pain and suffering some individuals are doomed to bear from birth. After completing his medical training, Dr. Layne chose to pursue further studies in order to become a specialist and researcher in the area of inherited diseases.

Once Dr. Layne entered practice, he quickly established a reputation as an able doctor and a brilliant organizer. Soon he found it possible to obtain both private and foundation support for a clinic. Although he applied for public grant moneys, his applications were rejected because his clinic focused on the application of medical knowledge rather than on research. Unable to obtain public moneys to augment private and foundation gifts, and faced with inflationary costs of operating, the clinic lived a precarious existence because of inadequate operating moneys.

To support his clinic, Dr. Layne found himself spending more and more time speaking to private groups and organizations. Eventually, his speeches took on a pattern in which he stressed three themes.

The first theme was that the clinic had a social mission to perform. This mission, Dr. Layne explained, was to analyze the genes of prospective parents to determine whether they possessed genetic traits likely to adversely affect their offspring. Once it had been determined that potentially dangerous traits were present, he continued, the clinic offered counseling services. During counseling, prospective parents were informed of the risks involved should a defective child

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be born, and they were urged to consider alternatives. When parents were willing or when they succumbed to this urging, the available alternatives were clearly spelled out and explored. During this phase of his speech, Dr. Layne outlined the work of his clinic for the laymen whose support he sought.

The second theme presented by the doctor was the potential pain, suffering, and deformity attributable to parental decisions to have children in spite of accurate genetic analysis and prognostication. At this point Dr. Layne sought to justify the direct nature with which his counselors urged genetically unfit parents to consider alternatives to conceiving children: "Any genetically unfit person who knowingly and willingly gives birth to children, and thus risks condemning them to suffering a hereditary disease or deformity, ought to be condemned and sentenced to spend an eternity in the hottest fires of hell." During this part of his speech Dr. Layne sought to proselytize the citizens to whom he spoke and win monetary pledges with which to continue his work.

Dr. Layne's third theme was the dire needs of the clinic. He outlined his difficulty in obtaining and keeping the services of a qualified staff. He described equipment and facilities that would increase the scope and social benefit of his clinc. He confessed that current circumstances had created a situation in which his clinic was barely surviving on a day-to-day basis and that its sudden demise at any moment would not be surprising.

Donations procured by this means trickled in at a rate necessary to keep the clinic in existence. But just barely.

Although he never referred to the matter publicly, Dr. Layne was particularly frustrated by the fact that his retired and reclusive father was quite a wealthy man. Moreover, his father frequently donated large sums, often in excess of $10,000, to charitable causes and was considered a humanitarian. And shortly before Richard had graduated from medical school, his father had founded the Layne Foundation and funded it with a $3 million endowment to be used to ease human suffering and improve the quality of American life.

However, his father refused to donate money to the Layne Clinic and instructed the officers of the Layne Foundation to refuse all requests from the Layne Clinic regardless of merit.

Before he became almost hermitlike in his life style, Dr. Layne's father made remarks about the Layne Clinic. He referred to it as "that thing of Richard's." He periodically hinted that the clinic was evil. He suggested that the clinic's chief effect was to cause men and women to hate and distrust one another because of a fear that their mates might possess undesirable genes. But Dr. Layne's father limited his comments to short remarks; he consistently refused to elaborate or explore his meaning with his son.

When Dr. Layne married Anne, one of the nurses who worked at the Layne Clinic, he and his wife determined that they would not have children of their own until such time that the clinic was more adequately funded. This, they felt, would enable both to continue working and would relieve some of the financial strain under which the clinic operated. They did not discuss their decision with Richard's father because he had been away for five years and had rejected a wedding invitation. Furthermore, he had requested that Richard and his new bride live their own lives and allow him to do the same. He wished them good luck, sent his blessings, but made it clear that he would not welcome the company of Richard and his wife.

Three years passed, during which the clinic clung to a precarious existence. For eight years Richard had not seen his father, and for almost three years he had neither spoken with him nor received a letter from him. Then one night he was awakened by his father's lawyer and was informed that his father had died in a flaming plane crash.

Only four people attended the private burial service of Dr. Layne's father: George Kirkpatrick, Mr. Layne's confidential adviser, personal friend, and chairman of the board of the Layne Foundation; John Herman, family friend and chief

legal adviser to Mr. Layne and the foundation; Richard; and his wife, Anne. Following the funeral, these four people returned to Richard's home where John Herman read Mr. Layne's will and handed Richard a letter from his father.

For purposes of your assignment, you need not be concerned with the details of the will other than to know that George Kirkpatrick and John Herman were personally loyal to Mr. Layne and legally responsible to carry out his last will and testament. The letter from Mr. Layne to Richard presents you with your problem. The letter read:

Dear Richard:

Little did you know that I am one of those you have publicly and often chosen to "condemn to hell and eternal fire." You see, Richard, I am the victim of a hereditary disease, Huntington's chorea, and my life as a recluse these past few years has been my punishment. You are doomed to the same future. There is no cure; I could not tell you this while I lived, for reasons that I hope you will understand and appreciate.

One thing you must understand is my strong sense of family obligation. I am vitally concerned that you have a son to continue the line of Laynes. The Layne family line has existed for countless centuries. It has enjoyed a rich and colorful history. The family has contributed much, as have you, to the improvement of man's life on this earth. To the degree that I can exercise power from beyond the grave, I will not have the Layne tradition end with you. I am bound by my forefathers, and by my own sense of duty, to do everything to preserve the Layne family line.

Therefore, I have done what I had to do.

I have instructed my lawyer, John Herman, and the chairman of the Layne Foundation, George Kirkpatrick, to carry on the work of the Layne Foundation. As you no doubt know, the Layne Foundation now has a new endowment in excess of $3 million. All my stock is to be sold (estimated value, $15 million) and is to be added to the current endowment of the foundation at my death. For five years, John and George are to continue the current program of the foundation. At the end of five years from the date of my death, they are to exercise one of two options: (1) If you should conceive a son who reaches the age of thirty months, they are to turn the foundation over to you, with its entire endowment to use as you see fit. (2) If no son is born or attains the age of thirty months within the five year period, the energies of the foundation are to be redirected to fight the existence of clinics such as yours. The rationale for this behavior will be to save others the anguish that I have suffered because I knew that I carried and transmitted the disease in my genetic structure.

The decision is yours. I hope that you find it easier to wrestle with your conscience than I have found it to wrestle with mine. Regardless of your final decision, I have loved you deeply and am proud of the way you have maintained the family tradition.

Love,

Dad

Both Richard and his wife were shocked and dismayed by the letter. Richard discussed his situation with John Herman, who told him that he believed Mr. Layne's will could not be broken. He also discussed the matter with George Kirkpatrick, who tried to help Richard understand his father's ambition to maintain the family line. Finally, he discussed the matter with his wife, full of remorse that they had neglected to submit to genetic analysis prior to marriage. Following this long and often emotional discussion, Richard indicated that he would inform George and John of his decision by letter within the week. George and John left.

That evening, unable to sleep under the weight of an unmade decision, Richard decided to make his decision once and for all. In his opinion, he made the best, the only, and the ethically correct decision demanded of him as a son, doctor, administrator, humanitarian, and husband. He then drafted a letter to John Herman, his father's lawyer. The letter stated his decision and explained his reason for having so decided. The decision was . . .

Now it's your turn. Write the letter to John Herman that Richard wrote.

UNIT NO. 7

UNIT TITLE: RANKING ALTERNATIVES AND DECIDING

NAME OF ACTIVITY: WHAT IF? (42)

Purpose: . . To illustrate the need for and difficulty in making decisions with incomplete information.

. . To provide students with practice in using the entire decision-making process and seeing how one decision may lead to another.

A. Description:

Students read and work through a serialized story to a decision, implementing the decision-making process. Once they have arrived at an initial decision, the group leader adds a new segment to the story which requires another decision.

B. Preparation:

1. Make any adjustments in the "Basic Steps Sheet," story, or additional segment deemed necessary.
2. Reproduce copies of "Basic Steps Sheet," the story, and segments for each student. (42-3 and 4)

C. Implementation:

1. Students may complete this activity individually or in small groups.
2. Pass out the story and "Basic Steps Sheet" to the students and read the story aloud.
3. Instruct the students to work through the "Basic Steps Sheet" and reach an initial decision.
4. As soon as an individual or small group reaches a decision, distribute a copy or copies of the new segment and ask that they include the information in their "Basic Steps Sheet" and make any other necessary decisions.

Ten to fifteen minutes before the end of the class, ask for one person from each group to report the group's decision or take a cross section of the individual students' decisions.

6. Possible questions to stimulate discussion on the decisions are:
   a. How much time do you think would have been available for you to decide in the actual situation?
   b. Which steps would have been fairly automatic?
   c. Did you feel any need for more information?
   d. Are most decisions made with complete or incomplete information?
   e. Have you ever actually experienced a similar situation?
   f. What emotions would you have felt through this story or in your actual experience? Why?
7. Ask the students to turn in their "Basic Steps Sheet" at the end of class.

D. Evaluation:
   1. Were the "Basic Steps Sheets" complete?
   2. Were the decisions reasonable?
   3. Were most of the students proud of their decisions?

E. Comments:
   1. When students make the initial decision of whether to stop or not, they should be specific in their alternatives. (Example: If stopping -- jump out of car to see what's wrong; keep car doors locked and crack window to talk to stranded motorist, etc.)
   2. New data must be handed out according to the students' initial decisions.

## WHAT IF

## BASIC STEPS SHEET

The Situation: You are driving on a secondary highway (two lanes) at night. In the past hour there have been no cars pass you nor have you passed anyone. Only one oncoming vehicle has been seen. Ahead, you now see a car on the shoulder of the road, and a person is trying to wave you to stop and is standing in your lane of the highway.

How much time or effort is needed on this decision?

A Lot _____ Some _____ Little _____

What is the decision to be made?

| Alternatives | Possible Outcomes | Rank Alternatives From Best Choice To Worst |
|---|---|---|
| | | |

Decision:

Are you proud of the decision? (Check after receiving new data sheet.)

Yes _____ No _____

## NEW DATA SHEET

1. (If you stopped) The person on the roadway was a man whose car stalled while trying to get his pregnant wife to a hospital.

   (If you did not stop) You know that up ahead about 10 miles there is an all night diner where state troopers spend time on their breaks.

2. (If you stopped) You have agreed to take the expectant mother to the hospital some 25 miles away and the husband will wait for a service vehicle, which you have agreed to send, to arrive and then follow you to the hospital. A light misty rain has begun to fall. About five miles after picking the woman up, she begins to have labor pains.

   (If you did not stop) You have stopped at the diner to see if there is someone who will help. You notice that there are three tables occupied with people. After explaining to the owner the situation, you notice three young men get up, pay their bill, enter their car, and drive off in the direction of the stalled vehicle.

UNIT NO. 7

UNIT TITLE: RANKING ALTERNATIVES AND DECIDING

NAME OF ACTIVITY: MARK'S CASE OF CONSCIENCE (43)

Purpose: . . To give students a chance to make a decision, see the outcome of that decision, and make any additional decisions as a result of the outcome.

. . To examine a situation from a number of subjective points of view.

A. Description:

Students listen to a story which illustrates how one decision builds on another. The story also shows how competing values and emotions such as love, loyalty, honesty, and compassion make it very difficult to objectively complete all the decision-making steps. The students then decide what they would do in the situation, are given the possible consequences for their decision, and are asked to make further decisions.

B. Preparation:

1. Read over "Mark's Case of Conscience," (43-3) the "What Happened" sheet, (43-5) and the "Decision Steps" sheet (43-4).
2. Reproduce sufficient copies of the three sheets so every student may have a copy of the story, two copies of the "Decision Steps" sheets, and one of the two consequences on the "What Happened" sheet.

C. Implementation:

1. Distribute a copy of the story and "Decision Steps" sheet.
2. Ask the students to read over the "Decision Steps" sheet.
3. Read the story aloud instructing the students to place themselves in Mark's position and to underline any points in the story which will help them complete the "Decision Steps" sheet.
4. Instruct the students to complete the "Decision Steps" sheet to reach a decision.

5. Depending on the students' decisions, distribute the "What Happened" sheets and another "Decision Steps" sheet.
6. Discuss the decision steps the students took for their original choice of actions and the decisions necessitated by these original actions. Explore the decisions from each character's point of view.
7. As an alternative to or supplement for the "Decision Steps" sheet, the group leader may want to have the students role play the characters in the story and try to influence Mark's decision.

D. Evaluation:

1. Are the students able to work through the decision-making steps to reach a decision of which they are proud?

E. Comments:

1. This activity is similar to the "What If" activity but allows for a good deal more time to make a difficult decision.
2. If the evaluation question cannot be answered affirmatively, do some good hard thinking on what the students got out of the course.

"MARK'S CASE OF CONSCIENCE"

Your fiance, Wendy, just turned 21 in March. Her sister, Sharlene, is a senior in high school and has been begging Wendy to buy beer for her since Wendy turned 21. Finally, on graduation night, Wendy breaks down and against your wishes buys Sharlene a half of a case of beer. Sharlene and a girl friend drink the beer on a country road and then head back to town to attend a party. On the way back, they take a corner too fast, drift into the other lane, meet a car driven by a teenage boy, Bill, who is frequently in trouble with the law, and are involved in a head-on wreck. Sharlene is unhurt, but her friend receives facial cuts which are expected to leave lasting scars and suffers a permanent injury to her right knee.

Both girls quickly corroborate their stories and claim that Bill was cutting the corner too sharply. The law officer who investigates the accident does not cite the boy or the girls. The parents of both girls, however, sue Bill for damages, and the case will go to court in a week.

Wendy is planning to remain silent and begs you to do the same because Bill has insurance. What will you do?

## DECISION STEPS SHEET

1. What decision must be made?

2. What is important to you about the decision?

3. What are your alternatives and what might be the outcomes of each alternative?

| ALTERNATIVES | OUTCOMES |
|---|---|
| 1. _____ | a. _____ |
| | b. _____ |
| 2. _____ | a. _____ |
| | b. _____ |
| 3. _____ | a. _____ |
| | b. _____ |

4. How would you rank the alternatives?

| | |
|---|---|
| Best | 1. _____ |
| | 2. _____ |
| Worst | 3. _____ |

5. I decided to:

_____

6. I used the _____ strategy and (I am, I am not)
(Wish, escape, safe, or combination

proud of my decision.

## WHAT HAPPENED?

If you decided to speak up, Wendy, Sharlene, and Sharlene's friend have been indicted by the court and are awaiting trial. Wendy wants to elope before the trial and tells you that if you won't, she will never marry you.

## WHAT HAPPENED?

If you chose to say nothing, Bill loses the suit, his insurance is cancelled, he is fired from his job and is unable to find another job.

SITUATIONS
decision

## SITUATIONS

Purpose: . . To enable students to work through and utilize the decision-making process in a variety of situations.

A. Description:

By working through a number of situations, students can utilize the decision-making process to arrive at an appropriate decision for them. Individually and in small groups, students identify the alternatives, predict the possible outcomes, rank the alternatives, and make a decision. The process is sequenced to encourage greater student involvement, learning, and realistic application.

B. Preparation:

1. Select situations from those attached. Vary the situations in each session in order to have a good variety. Type each situation on a separate sheet of paper. (If you intend to group according to similar situations, three or four copies of each situation will be needed.)
2. A response sheet can be used and should be reproduced, or group responses can be written on the same sheet as the situation. (S-4, 5 and 6)
3. Determine how small groups are to be formed.

C. Implementation:

1. When introducing situations for the first time, select a situation and follow it completely through the decision-making steps on the board. The completeness of this example may be used as a goal which the students can work towards in the course.
2. Situations should be used approximately every third day.
3. The following steps are recommended for developing sequence in the decision-making process. Note: When a new decision-making step is added, it is assumed that the students will work from the beginning and complete the

decision-making steps already introduced. This will maximize their practice and give sequence to the process. New situations should be continually added.

a. Identify alternatives:

(1) Each small group (composed of 3-4 students) will be given a different situation. Each group will brainstorm possible alternatives, record these alternatives, pair these alternatives down to three or four and report them to the large group. (Think sheet S-4 can be used to record small group responses.)

(2) Comments as to other alternatives might be added by class members following each small group presentation.

b. Outcomes for alternatives:

(1) For new situations, individually and/or in small groups, have the students identify the alternatives and try to predict the possible outcomes of those alternatives. (Response sheet S-5 can be used to record individual and/or small group responses.)

c. Alternatives, outcomes, rankings, and deciding:

(1) Individually and/or in small groups with new situations add the ranking steps and rank order the alternatives according to the decision-making strategies: reaching the most desirable outcome, avoiding the worst outcome, choosing the most likely to succeed alternative, or a combination of avoiding the worst outcome and attaining the most desirable outcome. (Response sheet 5-6 can be used to record individual and/or small group responses.)

(2) Have the students attempt to come to a consensus on what decision to make. (Note: Students, in most cases, eventually realize that one decision for everyone is not feasible or realistic.)

4. After each individual or small group reports, other class members may add comments or suggest other alternatives that might be considered, possible

outcomes from these alternatives, and the type of decision that can be made.

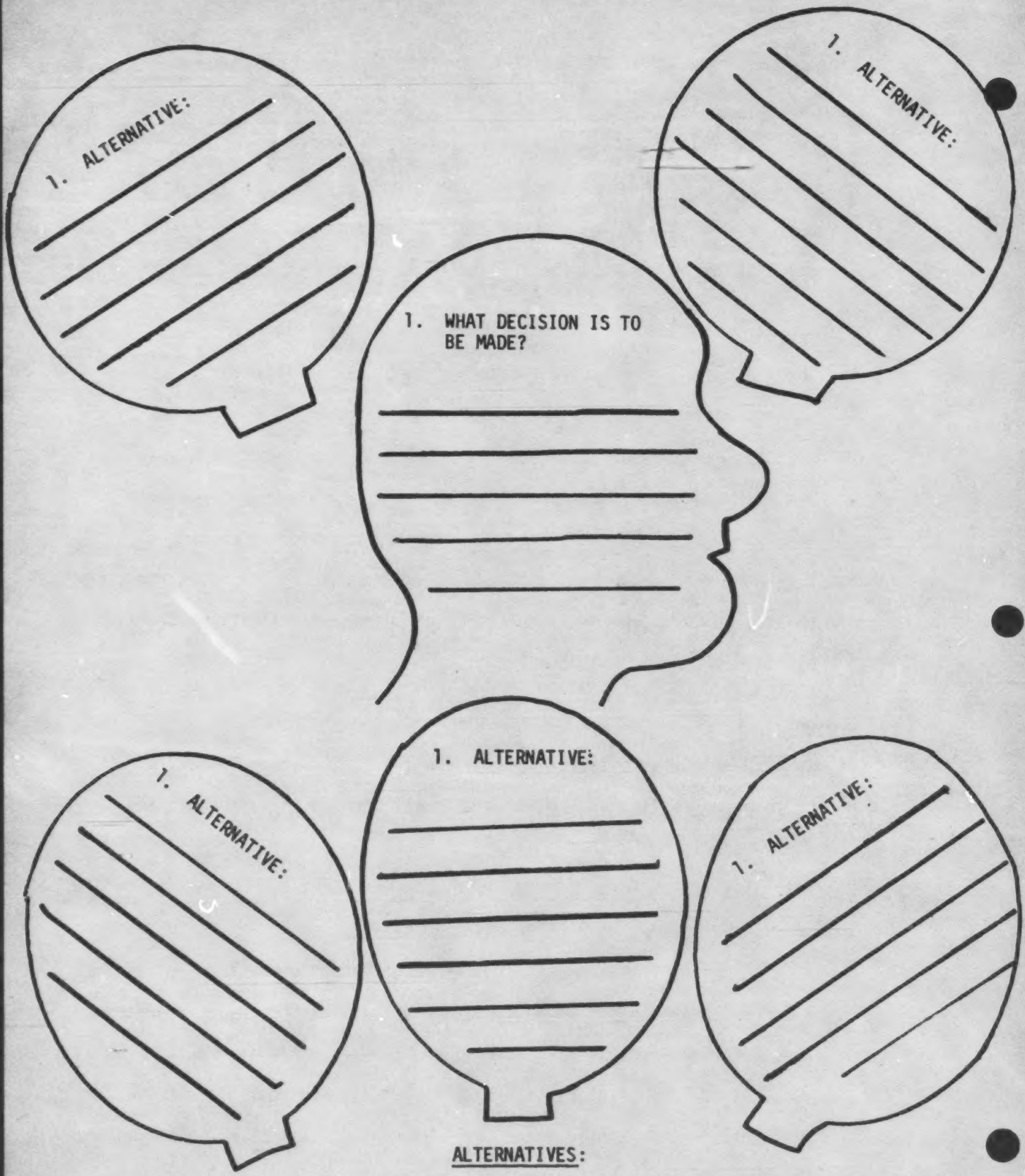
5. In the alcohol driving-related situations, it is important that students become aware of some of the influences other people have on them and they have on others, that there are alternatives in these situations, and that the final decision will have to be their choice.

D. Evaluation:

1. Observe the alternatives and outcomes that the small groups select for each situation. Do these responses seem reasonable? What types of comments or level of participation developed from the total class?
2. Did the students become aware of a number of realistic alternatives and outcomes? If they did so, the activity was successful.
3. A written test could be used by selecting a situation not used for the small group work and have each student suggest several alternatives, possible outcomes, and a decision.

E. Comments:

1. In discussing these situations, your plan, as the group leader, should be to encourage total student involvement both on an individual and group basis.
2. Role playing should be considered in some of these situations and should involve both the group leader and the students.
3. If the student responses are similar in different situations, more and different elements can be added to the situations to cause students to vary their alternatives. (Example: You are a number of miles from home, it is late at night, it is raining hard, and your parents are not home, etc.) This should force the students to develop more alternatives than just the easy or obvious ones.




ALTERNATIVES:

What are some possible alternatives that might be considered in this situation?

## RESPONSE SHEET

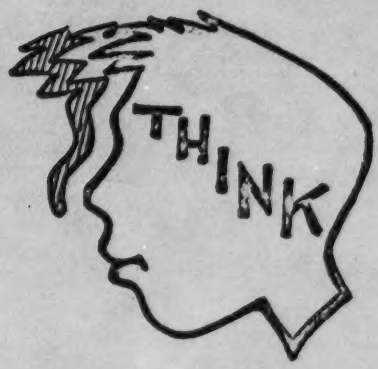
**Situation:**

**Decision To Be Made:**

| ALTERNATIVES | POSSIBLE OUTCOMES |
|---|---|
| 1. | 1a. |
| | 1b. |
| | 1c. |
| 2. | 2a. |
| | 2b. |
| | 2c. |
| 3. | 3a. |
| | 3b. |
| | 3c. |

## RESPONSE SHEET

Situation:




Decision To Be Made:

| ALTERNATIVES | POSSIBLE OUTCOMES | RANKING |
|---|---|---|
| 1. | 1a. | |
| | 1b. | |
| | 1c. | |
| 2. | 2a. | |
| | 2b. | |
| | 2c. | |
| 3. | 3a. | |
| | 3b. | |
| | 3c. | |

DECISION MADE:

## SITUATIONS

1. You are second from last in a line of six cars traveling at 40 mph on a two lane, two-way state highway. The road surface and driving conditions are good. You crest a hill and there is a long straight stretch with no cars approaching.

2. You are traveling down Mt. Brynion Road in an older model station wagon. The speed limit is 35 mph, but you, because you are late for an appointment, are going 50 mph. It is 7 p.m., is raining slightly, and is foggy. You round the slight bend in the road and catch a glimpse of this road sign.

3. A mother is traveling 35 mph on a 25 mph street. Two young children are playing in the back seat. She glances back to check on them, when suddenly a car from a blind intersection on the right darts in front of her.

4. You are driving in the left lane of a multiple lane street. Ahead the cars in the right lane are stopping quickly.

5. It is Fall and you are driving in the mountains. It is raining; leaves and debris are all over the road, because it is windy. You have just crested a hill, and a deer jumps from the bushes in front of your car.

6. You are babysitting at the next door neighbors; your parents are out to dinner. The neighbor's boy drops a glass; it breaks and cuts his hand quite badly. The nearest doctor is at the hospital ten miles away.

7. You are following a car on a 55 mph, two-way country road. Your speed is about 55 mph; the road is rough and full of holes and ruts. You accelerate and pull out to pass him on a visually clear section of roadway, remembering that your right front tire is nearly bald.

8. You are driving 45 mph on a two-way country road. Your three year old baby sister is standing up in the passenger's seat. You look over at her as you crest the hill. Instantly the car in front of you slams on his brakes for no apparent reason.

9. You are driving in the left lane of a one-way street. Traffic is very heavy. You are about mid-block when a car turns the corner and heads directly at you going the wrong way on a one-way street.

10. A friend of yours happens along on a motorcycle and offers to give you a ride. He doesn't have a helmet for you.

11. You are driving at the speed limit in the right lane of a two-way, four lane street. You are about a half block from a traffic light which has just turned green. Three cars are in the left lane. The first car is signaling to turn left and is waiting for oncoming traffic. The third car in line is a car which passed you in excess of the speed limit some two blocks before. That car does not have a turn signal on.

12. You have worked on a job for six months. Your boss likes your work so far. The job means much to you -- savings for college and earnings for spending money. Your boss recently purchased a new stick shift delivery van. One day when he is having problems meeting deadlines, he asks you to make deliveries downtown and in a town some 30 miles away. You have never driven any vehicle other than an automatic transmission car.

13. You are sitting at a stop sign waiting to cross a four lane, two-way street. The street is very busy. You notice a break in traffic coming from the right. As you glance back to the left you notice a motorcycle approaching with its right turn signal blinking.

14. You are a passenger on the rear of a motorcycle. You are on a two lane, two-way street approaching a sharp curve to the right. The operator of the motorcycle is not reducing speed to the recommended level. As you look ahead, you notice loose gravel on the asphalt road surface.

15. You have just come out of a store and you see someone you know trying to parallel park. He strikes the car behind him and breaks the grill of the parked car. He then changes gears and drives away.

16. It is Friday night and you are going to go skiing with a group from school for the weekend. Your mother said she would be home at 4 to take you to the bus which is leaving at 5. It takes 30 minutes to get to the pick up location and your mother has just driven in the driveway at 4:35.

17. You are second in a line of five cars traveling at 45 mph on a two lane, two-way state highway. The road surface and driving conditions are good. You have been waiting a long time for your turn to pass. The fifth car pulls out and attempts to pass the other four cars without sufficient sight distance. Just as that car pulls alongside you, a car comes into view around a curve close ahead.

18. It is Wednesday lunch and you decide to skip class. On the way off the school grounds you are confronted by the principal who takes you back to his office. For your attempted truancy, he assigns you two hours of detention time to be made up after school. This particular night your mother had instructed that you should be home precisely on time as you have a dental appointment after school. The principal refuses to allow you to use the telephone to inform your mother that you will be late.

19. You have been asked by friends to go skiing. They want you to provide the transportation and have agreed to pay your lift ticket. Your dad agrees to let you use his car, and he supplies all operating expenses for the car. Your friends want you to go to a ski resort some 100 miles away where the lift ticket is $4.75 for the day. You want to go to a ski resort just 20 miles away (which also has better skiing) where the lift ticket is $7.75.

20. You do not smoke, nor have you ever smoked. You do know, however, that a number of students do smoke in the lavoratories during and in between class in a particular building of your school. You find yourself having to utilize the lavoratory and are faced with the possibility of being accused of being one of the smokers should you be caught in that bathroom either with the group that is smoking or with the essence of smoke lingering in the air.

21. You have just finished shopping in a large shopping center. You are walking to your car and see a young man trying to get into a parked car with a coat hanger.

22. You have locked your keys in the car. You do not have an extra set.

23. You are in your car traveling on a six lane freeway with a separation between two sets of three lanes. Your speed is ranging from 52 to 58 miles per hour. Traffic is moderate. Weather conditions are overcast skies. It has been raining; there is water standing on the road, but it currently is not raining. In the rear view mirror, you observe two semi-trucks coming up from behind you at what appears to be excessive speed. One truck is on the outside lane and one is in the middle lane which is the lane in which you are traveling at this time. As the trucks approach you, the one which was directly behind you moves to the inside lane and both trucks pass you concurrently. All of a sudden you find that your vision has been completely wiped out by the spray of the tires on both sides created by the trucks.

24. You are driving in the right lane of a very busy four lane, two-way street at a speed of 50 mph, which is the legal posted speed limit. A rather small motorcycle carrying two people turns right into your lane of travel at a normal distance in front of you and begins to accelerate.

25. You are driving a small engined economy car. You are on a two lane, two-way rural highway with long rolling hills. You come up behind a slow moving truck on an upgrade which requires you to reduce your speed greatly in high gear.

26. You are driving on the freeway in Seattle; you have a flat tire and you know your spare is flat as well.

27. You have just received your insurance renewal. It has gone from $220 per year to $460 per year because of two tickets that you got last year. Your car is only worth $600.

28. The steering arm on your car broke away from the frame, but you can still drive it, although it has about six inches of play in the wheel before the car turns. You are ten miles from home. It's afternoon and it's hot.

29. You are having your car serviced at a garage and the mechanic tells you that your brakes are unsafe and need to be replaced <u>now</u>! Also, the muffler is bad and needs attention.

30. You drive around a curve and a car is in the ditch. It looks as if someone may be hurt, but there are other cars behind you including a truck.

31. You are descending on a steep road that is snow and ice covered. A car at the bottom pulls out of a driveway and stops. You step on the brake and you start to slide toward the stopped car.

32. You are driving along in a residential area when suddenly a dog runs in front of you. Due to this sudden action, you did not have a chance to miss the animal. You feel your wheel hit the dog.

33. You are a guy planning to go to a large metro area 50 miles away. As you approach the freeway entrance, you notice two good looking girls hitch-hiking who desire to go the same direction you are.

34. You and your girlfriend are coming back from spending the day at the beach. Suddenly car trouble develops and your car will not run. There has been very little traffic. You are finally able to flag a car down. Two guys in the car offer to take your girl on up the road to the next town which is 30 miles away while you wait with your car.

35. You are just finishing hockey practice, and your brother has come to pick you up. He hates this task and you know it, but the rink is several miles from home, your father is working, and your mother is taking care of your brothers and sisters. A taxi would be expensive. This time your brother is roaring drunk but insists he is able to drive okay. You have 25 cents on you. Bus fare home is 55 cents, but the next bus is not due for an hour.

36. You and four friends have been drinking in the park. Three of them start walking home, but the one who owns the only car is really drunk and stays to drink a little longer with you. You live a good four miles away and there is no public transportation. You know your friend will insist he drive you home. You have $5 on you. It is 2 a.m.

37. You baby-sat tonight with three children while their parents went to a party. The mother, who is your mother's best friend, offers to drive you home, but she is so drunk she had trouble getting in the house at 2 a.m. She pays you, but you need every cent of the money for new clothes, so you don't want to take a cab.

38. Your father has been drinking heavily and is about to drive your mother to do some grocery shopping. It is 9 p.m. and the roads are still slippery from the previous day's storm. Your mother has no license and there is no food in the refrigerator.

39. You are at a party and your best friend, Tom, has just accepted a ride home from another friend who is drunk. No one else lives near Tom except a boy he hates for having stolen his girlfriend last year. You have no license and no money and you know Tom doesn't have much money. He lives 2 1/2 miles away. It is a cold winter night, around 11:30 p.m.

40. Your 17 year old sister has a date with her boyfriend. You have just let him in the door, and he is obviously drunk since he knocked over a lamp trying to sit down and has talked only nonsense. You go upstairs and tell your sister he is drunk, and she tells you to mind your own business. You know they are going in his car to a party on the other side of town. Your parents are next door with friends.

41. You are hitchhiking to school because you are already late for first period. A nice looking middle-aged lady in a station wagon offers you a ride, so you get in. You are sitting next to her in the front seat, smell whiskey on her breath, and suspect she has been drinking heavily. In the back are her two small children and a dog.

42. You are getting a ride home with your best friend after a party at which he/she had a lot to drink and you had very little because you are just getting over mono. Your friend is bombed out of his/her mind. He/she keeps on

driving in the left lane and has already run two red lights. It's another twelve miles to your home along the parkway.

43. You are getting a ride home with a friend. His date is with him in the front seat and you are with yours in the back. You'd like to be concentrating on your date, but your friend is pretty drunk. Every few minutes he does something weird like running through a red light and stopping at a green one. He's stalled the engine once and tried to comb his hair in the rear view mirror. It's eight miles to your date's home.

44. You are riding with the gang to the high school dance, but your friend, who is driving, has already had too much to drink at Joe's. She/he talks as if she's/he's sober, but she's/he's going 60 mph in a 30 mph zone. It's six miles in traffic to the dance, and you'd like to get there in one piece and not be delayed by an arrest, because this dance is your first big chance to meet that special person who really turns you on from Mr. Johnson's Contemporary Problems class.

45. You and your friend have been drinking beer at a local bar. You both have had a lot. It is closing time, and you leave to go home. The bar is less than a mile from your homes so you both walked to the bar and plan to walk home. Outside the bar you see another of the customers trying to unlock his car. He obviously is quite drunk -- so much so that he is having trouble getting the key into the car door lock.

46. You are the parent of a son your present age. Your son has just pulled into the driveway after going to a drive-in three miles away with his friend. He comes into the house obviously drunk. The car is his -- he paid for it working this summer.

47. You are the parent of a daughter your present age. Your daughter has just been driven home from a party by her friends. You happen to be taking out the garbage before going to bed, so you notice how poorly the car is being driven. When it stops, you walk over and see the driver is pretty drunk.

48. You are the parent of a son your present age. The police have just called you telling you that he was riding with two friends in your oldest son's car. Your oldest (19) son was driving it while intoxicated and the police have arrested him. The police tell you to come pick up both of your sons.

49. You are the parent of a daughter your present age. She has been out babysitting for your best friend until 2 a.m. Your friend just drove her home. You saw the car weave down the street and turn into your driveway, running over some shrubbery. You know your friend likes to drink heavily at parties.

50. You are the judge in the following drinking and driving case. The convicted person is a 27 year old, single factory worker. He pleads guilty to driving while intoxicated. He has no previous record. He says he "had a little too much to drink" at a party and the police caught him driving on the wrong side of the street at 1 a.m.

51. You are the judge in the following drinking and driving case. The convicted person is a 30 year old married man with four children. He pleads guilty to driving while intoxicated. This is his third arrest in six years for the same offense. He was drinking with friends in a bar, a policeman tells you, and was driving 65 mph in a 20 mph residential area at 11 p.m.

52. You are the judge in the following drinking and driving case. The convicted person is a 19 year old debutante. She claims innocence but has been found guilty by a jury of driving while intoxicated and driving to endanger. She had been drinking at a bridge party and while driving home injured a boy playing in the street. She has no previous record.

53. You are the judge in the following drinking and driving case. The convicted person is a 47 year old vice president of a large bank. He is married and has three children. Despite his pleas of innocence, you have found him guilty of drunk and disorderly conduct. He had been drinking heavily in a bar after work and while going from the bar to his car caused a serious traffic accident by failing to watch for traffic as he crossed a busy street from between two parked cars. He himself was not injured.

54. Case Studies for Driver Education from Bumpstel, Inc., has a number of situations that can be used.

55. On the first several days of class, have students develop situations that can later be used.

# RATIONALE

# AND

# OBJECTIVES

# RATIONALE AND OBJECTIVES

## INTRODUCTION

Driver education courses across the nation are doing a fine job of helping young drivers develop driving skills and knowledge. It is not realistic, however, to expect driver education courses to prevent all the teenage driving accidents and violations. Driver education's first objective is to teach the psychomotor skills and knowledge which will prepare students to enter the highway transportation system as vehicle operators. Certainly driver education can and should work to produce safe drivers, but an additional and separate effort is needed which is designed exclusively to address the "safe driver" issue. Pursuing the Human Side of Driving is intended to be a part of this additional effort.

The basic premise of Pursuing the Human Side of Driving includes these points: Teenagers have a disproportionately large number of accidents and violations. These accidents and violations in most cases do not seem to be caused by the teenagers' lack of driving skill or knowledge. Accidents and violations are frequently alcohol related and represent disregard for traffic laws, other drivers, and/or pedestrians. They often indicate inattention to the driving task and pre-occupation with friendly discussion or "horseplay."

Attitudes, emotions, and values are then the primary factors affecting teenagers' ability to make rational and responsible driving decisions. The majority of the time, once these decisions have been made, teenagers have sufficient driving skills to execute their decisions.

Rational and responsible decisions are the essence of safe driving, and Pursuing the Human Side of Driving is designed to provide the tools necessary to assist teenagers in making these types of decisions.

The specific task of driving does not occur in isolation but, rather, as an extension of the individual. That is, the way a driver treats pedestrians

and passengers is related to the way the driver relates to other people in his/her life. For this reason the approach taken in this curriculum treats driving not as an isolated function but as just one role of the total individual related to all other roles.

This curriculum is a novel and exciting approach for both the instructor and the students. Prior to this time in the students' educational process, learning has been primarily teacher-centered and controlled. Students have been given few opportunities to decide for themselves and even less, if any, direction in the decision-making skills. Pursuing the Human Side of Driving is student-centered with the teacher (group leader) functioning primarily as a facilitator of learning and resource person. During the course students gain an understanding of and insight into their own attitudes, values, and abilities, along with those of their fellow students and group leader. They experience, and hopefully adopt, a specific decision-making process. The specific rationale and objectives for each unit are included below. These rationale and objectives are used by the group leader during the course to provide general direction.

UNIT 1. COURSE ORIENTATION

Pursuing the Human Side of Driving is a classroom orientated course which can be beneficial for everyone involved if, and only if, it is carried out in a positive and supportive atmosphere and if each and every class member is given the opportunity to participate in a full gamut of learning activities.

Due to the nature of the course, it is important that students feel comfortable in expressing how they think, feel, and act. Negative approaches and remarks can and will devastate individual feelings and render the activities ineffective. In order to assure this type of relaxed but controlled atmosphere in a non-threatening environment, ground rules are established, justified, and must be adhered to by the group leader and students.

The students will perform the following objectives to the group leader's satisfaction:

Objective 1.1 During the duration of the course, the students will utilize the five ground rules and be able to explain why these rules must be followed.

Objective 1.2 Given a situation where one or more persons in a group are not following the ground rules, the students will experience discomfort and/or strong emotions and will seek to improve the group interaction.

It is likely that when Objectives 1.1 and 1.2 have been achieved, the students will have the knowledge and desire necessary to maintain a warm and supportive atmosphere.

To improve interaction with other students and practice the decision-making skills, the small group discussion will be the basic class structure or format.

The objectives concerning small groups are:

Objective 1.3 When called upon to brainstorm, students will observe the brainstorming rules and understand the value or benefits of these rules.

Objective 1.4 Students will give at least two advantages of small group discussions.

Objective 1.5 Students will demonstrate a willingness to move into small groups with little or no assistance required from the group leader.

UNIT 2. COMMUNICATION

Members of a complex society are continually communicating with others. This communication can take many forms: direct, indirect, verbal, or non-verbal.

In dealing with effective communication, once information has been transmitted, it is necessary for a receiver to determine whether he/she interpreted

the message as intended by the transmitters. After receiving, interpreting, and double checking the messages, the receivers must respond.

Unit 2 will help the students and the group leader recognize, interpret, and respond to information. As the students become more adept in their communication skills, they will be better able to interact with other students and the group leader in the class, with drivers on the road, and with people in general.

Upon completion of this unit, the students should know how to interpret and recognize communication cues:

Objective 2.1 When presented with communication cues, pictorially or on tape, students will write or verbally express a few key words that describe the cue and a short interpretation of each message.

Objective 2.2 Having achieved Objective 2.1, the students will write how they would respond in each situation.

Ojbective 2.3 Students will be able to explain the value of multi-sensory approach in their communications with others.

The above objectives will indicate whether students are capable of recognizing, interpreting, and responding to information.

Students will exhibit their preference for and ability to cummunicate in order that they may understand others and thus perform more effectively in the highway system:

Objective 2.4 Students will be able to identify several feelings and specific behaviors which helped or hindered them when working in small groups and will note several behaviors required for cooperation with others when outside the class setting.

Objective 2.5 Students will state the value of the individual to the total class and how the individual is unique.

Objective 2.6 Students will participate in small group discussions of a controversial issue, listen to another person's position, restate that

position to the sender's satisfaction before they state their own position and then be satisfied with the other person's interpretation of that position.

When the objectives in Unit 2 are achieved, it is probable that students can and will use their communication skills.

UNIT 3. A SKILLFUL DECISION MAKER -- WHY?

In order for people to apply themselves to learning a task, or in this case acquiring specific decision-making skills, there must be reinforcing factors. Utilizing decision-making skills will increase individuals' chances of being satisfied with their decisions. This skill can provide people with more freedom (develops more choices from which to choose) and control (better chances of attaining various choices that are available) over their own lives.

As individual students recognize how skillful decision-making can help them personally, they will become more committed to improving these skills.

The aims of the learning activities for this unit are:

Objective 3.1 Students will note at least two personal benefits in implementing the complete decision-making process.

Objective 3.2 When presented with three situations and six general decision-making steps, students will choose to implement more decision-making steps after completing the unit than before.

When students have completed Objective 3.1, they will know two or more ways they can benefit by utilizing the decision-making process. Secondly, students will be indicating that they have incorporated this knowledge of possible benefits and will show a preference for the decision-making process by their actions in at least a simulated situation.

UNIT 4. RECOGNIZING POSSIBLE DECISIONS

People do not realize how many choices they have in their daily activities.

There may be two reasons for this -- either they do not value decision-making enough to work at it, or they are not skilled at discovering the options. Unit 3 helps the students understand some of the benefits in rational decision-making while the activities organized in Unit 4 will assist students in recognizing when it is possible to make decisions.

For the sake of coordinating this process, decisions have been grouped into two main categories: 1. Automatic Decisions. (Habitual decisions involving little if any thought.) 2. Possible Decisions. (Within the capabilities of the individual and the environment.)

Two of this unit's aims are that:

Objective 4.1 Students will organize this recognizing and defining process and will demonstrate this ability by listing two or more of their decisions which are automatic, and two which are possible.

Objective 4.2 Given identical pictures of situations or read identical stories, before and after the unit, students will note a greater number of decisions for each character in the pictures of stories after completing the unit than before.

Frequently individuals' emotions interfere with their ability to recognize and engage in a rational decision-making process. All individuals go through emotional stress at different times, whether it is fear, joy, anger, love, worry, or anxiety. During these times, emotions control much of the behavior with intelligence tending to take a back seat. Safety rules that individuals have learned apply to intelligence, and, with this off guard due to emotional stress or influences, their ability to make rational decisions is greatly reduced.

If students can understand the effects of emotions on them and identify when they are being influenced or pressured, they may not be able to completely neutralize these effects but should be better able to cope with them:

Objective 4.3 Students will state how emotions affect the individual both physically and mentally and how they affect the decision-making process.

Objective 4.4 When given a situation concerning influences of others, the students will recognize that they are being influenced, determine whether they want to be or not, and enumerate ways of coping or dealing with that influence.

UNIT 5. WHAT IS IMPORTANT AND WHAT DO YOU WANT?

Satisfying decisions are those decisions which help individuals fill certain personal needs. These needs can be satisfied by setting and obtaining short and long range goals, whether these goals are accomplishing some task or obtaining certain material objects.

If people do not know what is important to them, what they are working towards, and what they want from life, their decisions, if and when made, will be satisfying in only a haphazard way. The more individuals know about what is important to them and what they want, the more likely it is that they will make decisions which are consistent with their values and, therefore, feel comfortable with the consequences of these decisions.

Most individuals hold value beneficial to society and in turn express these values in driving situations. This greatly reduces physical and mental harm to drivers and pedestrians. It s not necessary or effective then to force values on students, but it is beneficial to help them clarify the values they and society in general have.

The aims of this unit are that:

Objective 5.1 Students will list two or more people, two personal goals or objectives, and two material objects which are very important to them.

Objective 5.2 Students will list the steps in the "valuing process" in their own terminology.

Objective 5.3 Students will be able to note three or more of their driving practices which are consistent with the six things that are most important to them and three or more driving practices that need to be changed or reinforced to be consistent with those things which are most important to them.

Once individuals realize the valuing process and understand at least partially what they individually prize or cherish, opportunities are needed to practice acting on these values. When practicing the valuing steps of acting consistently on a certain value, it may be necessary for the group leader to ask the students to imagine what the outcomes of their actions might be and whether or not these outcomes are what the individuals desire.

To determine how much the students desire to use their knowledge of what they value, the fourth and fifth objectives of this unit are:

Objective 5.4 When given a list of contemporary issues, students will agree or disagree with an issue and be able to note one thing in their lives that they value which has caused them to feel as they do about that issue.

Objective 5.5 For the student's position in Objective 5.4, they will note one possible outcome which might occur if they maintain these values.

UNIT 6. ALTERNATIVES AND PREDICTING OUTCOMES

When making a decision, four of the most difficult and yet most important steps are: (1) Identifying alternative courses of action; (2) Examining information about the alternatives; (3) Predicting the outcomes of alternative actions; (4) Estimating how likely it is that those predicted outcomes will really happen.

An important consideration in any decision is its effect on others. Will one person's individual rights infringe upon another person's individual rights, or re-

sponsibility to self vs. responsibility to others.

The objectives of this unit are:

Objective 6.1 Students will identify at least two courses of action or alternatives for each situation presented.

Objective 6.2 When given a decision to be made, alternative courses of action, and sources of information on the alternatives, students will rank the information sources on a scale from very useful to useless and in a short phrase justify the placement of those sources of information on a continuum.

Objective 6.3 Students will write down three or more possible outcomes for an alternative course of action and rank the outcomes as to their likelihood of occurrence and possible effect on others when given a specific decision and possible alternative.

UNIT 7. DECIDING STRATEGIES AND EVALUATION

When making a choice from alternatives and deciding on an action, individuals frequently use one of four strategies to make this choice:

1. Wish -- Ignore risk; choose the action that could lead to the most desirable outcome regardless of risk.
2. Escape -- Avoid risking the worst; choose the action that will most likely eliminate the worst possible outcome.
3. Safe -- Take the best odds; choose the action that is most likely to bring success (has highest probability).
4. Combination - Get the best combination of low risk and desirable outcome; choose the action that has both high probability and high desirability.

Students who understand their strategies and are conscious of when they

are applying them will be able to make decisions which represent the amount of risk they are willing to take.

Aims upon completion of this unit are:

Objective 7.1 Students will be able to match strategies to decisions when given both either in writing, illustrations, or pictures.

Objective 7.2 Students will be able to apply each of the four strategies -- wish, escape, safe, and combination -- and write down a decision which demonstrates each one when given a detailed decision-making situation.

After making a decision, individuals can gain valuable information for any similar future situations by evaluating the consequences of their present decision. If they are proud of their decision (feel good about it) then the consequences will probably be satisfying, and even if they are not, they have done the best they can.

Decisions people are proud of can be built on for future reference. Decisions they are not proud of should be scrapped, and they should remake their decisions until they are proud of them.

The aims of this evaluation and of the unit are:

Objective 7.3 Students will be able to list ways they feel when they are proud of a decision.

Objective 7.4 Students will be able to listen to one or more situations in a group discussion, state their decisions clearly, make eye contact with other students and group leader and feel confident enough of their decisions to explain them in more detail and even defend them.

Objective 7.5 Students will be able to determine, when given a series of decision-making situations, and by using the decision-making process, what decisions they would make and be willing to accept responsibility for the consequences.

# DECISION-MAKING

# OVERVIEW

## DECISION-MAKING OVERVIEW

Decision-making can be defined as a process of selecting from two or more alternatives. The decision made can be satisfying to the degree that it fills one's physical, mental, and/or social needs.

Learning a decision-making process and consistently applying that process whether it relates to personal problems, educational options, career opportunities, or driving increases the probability of obtaining a satisfying decision.

The decision-making process that has been developed for Pursuing the Human Side of Driving is:

1. Recognizing that a decision can be made.
2. Determining the alternatives available.
3. Predicting the possible outcomes of each alternative.
4. Ranking the alternatives and choosing the best one.
5. Evaluating the decision made considering its actual outcome.

A decision can be passive, involving no action or no change, i. e., choosing not to decide; or a decision can be active, i.e., involving a good deal of thought on the decision and action to carry out that decision. Both passive and active decisions are affected by three main factors:

1. Capability - A person's physical ability and knowledge affect the alternatives he/she can consider.
2. Desire - A person's values, attitudes, and emotions affect the alternatives he/she will consider and choose.
3. Environment - A person's environment, both physical and social, places constraints on his/her choices.

Since each person has different abilities, desires, and environment, there are no universal "right" or "wrong" decisions upon which all other decisions can be built and judged. Decisions can be evaluated, however, by determining how well they satisfy the needs of the person deciding and others affected by the decision.

Decision-making can be learned by experiencing the consequences of a large variety of decisions and applying the knowledge and feelings gained from those experiences to other decisions. In driving, the stakes are too high to actually experience the consequences of decisions made in potentially harmful situations.

What can be done and what has been accomplished in Pursuing the Human Side of Driving is to simulate a variety of driving and non-driving situations to give students the opportunity to learn and practice a decision-making process.

One of the limitations to this type of simulation is that some driving decisions are split-second critical decisions which are difficult to simulate. Recognizing the limitations of the course, students learn the decision skills and clarify their values to the point where they will hopefully avoid, in most instances, placing themselves in situations requiring split-second critical decisions. If students are, however, faced with an immediate need to decide, hopefully they will have already explored many of their alternatives and be ready to act.

In summary, Pursuing the Human Side of Driving offers and provides practice in a specific step-by-step approach to decision-making, which can help students make more satisfying decisions both in driving and life in general.

# INSTRUCTIONAL

# APPROACH

## INSTRUCTIONAL APPROACH

The group leader who has made a commitment to coordinate Pursuing the Human Side of Driving has certain responsibilities to the students who attend the class and to him/herself.

### RESPONSIBILITIES TO THE STUDENTS

The group leader must provide experiences for and ask questions of the students which will help them sort out the complex decisions and value conflicts they face. These experiences should allow students to explore different possible decisions and activities they participate in daily. The group leader should provide opportunities for the students to learn to predict the consequences of the various alternatives they have explored and weigh the pros and cons of those consequences.

The group leader should not dictate to students what their values should be since he/she cannot control the students' environments and what experiences they will have. There are areas, however, primarily informational in nature, where definite answers or facts can and should be presented. Examples of these areas are laws and the physiological effects of emotions and alcohol. It cannot be stressed too much, though, that when dealing with aspirations, purposes, attitudes, interests, beliefs, etc., the group leader must avoid moralizing, criticizing, giving values, or evaluating beliefs. These statements are based on the assumption that students will make responsible decisions only when they have personally defined what is responsible or irresponsible behavior and explored the reasons for accepting responsibility. They will affirm and act repeatedly on their values only when those values come by free, open, intelligent, and informed choice.

The class atmosphere is important, and the group leader should provide a classroom in which students feel accepted, supported, relaxed, and generally unthreatened. This type of climate will allow students to think logically and

express themselves honestly without fear of condemnation from the group leader or other students. This is particularly important when a student's values contradict those of the group leader's or the school's. This type of atmosphere in the classroom does not mean total permissiveness with no rules. The required atmosphere is more one of respect and acceptance of the students than one of complete uncontrolled freedom for the students.

RESPONSIBILITIES TO SELF

During the course the group leader may want to examine his/her own concept of a responsible decision and clarify many of his/her values. If the group leader is asked and/or feels like expressing his/her ideas, feelings, and values, this can be done but will usually be more successful and less imposing after the students have been able to express theirs. It should be pointed out to the students that the group leader's opinion or value as expressed is his/her own and not necessarily the right answer. The group leader should also have the option, as do the students, to "pass" at any time without explanation or justification.

SUMMARY

By design, this statement of instructional approach and many of the activities are discussed in general terms. The Project Staff and Task Force Committee feel strongly that this course requires specific instructional skills and so have developed an Instructor Training Guide which details many of the activities and instructional techniques. Prospective group leaders are referred to this guide and should definitely consider one of the many workshops and in-service programs available which are concerned with "affective" education.

## GLOSSARY

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| Active Decision | A decision which requires implementing all or part of the decision-making process. |
| Alternatives and Outcomes Search | A method of examining many aspects of a decision, determining numerous possible actions or choices and the probable outcomes of each action or choice. |
| Anamorphic Lens | A wide screen lens for use with simulation films. Sometimes referred to as a "cinemascope lens." |
| Anxiety | A feeling of insecurity or uneasiness about what may happen and when. The stimulus may be unknown and diffused. |
| Attitude | A predisposition to react consistently in a given manner. |
| Automatic Decision | Habitual decision involving little if any thought. |
| Brainstorming Rules | A set of discussion guidelines which encourage numerous and varied ideas. 1) No judgement or evaluation of others ideas, 2) Wild ideas are encouraged, 3) Work for a long list of ideas--quantity then quality, 4) Record each idea with at least a key word. |
| Close Ended Discussion | A discussion which is aimed or directed towards predetermined objectives or conclusions. |
| Communication Cues | Subtle signals, verbal or non-verbal which transmit feelings, thoughts, and/or the possibility of action. |
| Communication Forms Of | Direct - Information or feelings consciously and openly transmitted from one individual to another. |
| | Indirect - Information or feelings unconsciously transmitted from one individual to another. |
| | Verbal - Orally exchanging ideas, feelings, and thoughts. |
| | Non-verbal - Communicating through body language and gestures. |
| Communication Skills | Those abilities which an individual uses to effectively transmit and interpret information and feelings to and from others. |
| Conciliatory | Describing a person who parrots back information to a group leader or another student - "a brown noser". |
| Conditioned Visceral Responses | A learned reaction of an individual's internal organs such as their stomach, lungs, and heart to a particular or closely related stimulus. |

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| Coping Techniques | Methods of dealing with or adjusting to the stresses of ones' environment which moves the individual closer to his/her goals. |
| Covert Emotional Reaction | A hidden or concealed emotional response. |
| Cumulative | One adding upon another. As in the case of one stimulus evoking emotional reactions which build on the individual's reactions to a previous stimulus. |
| Decision Making Process | The analysis used by an individual or group to select from two or more possible choices. |
| Decision Making Steps | A specific decision-making process including--<br>(1) Determining when a decision is possible.<br>(2) Determining what is important and what is desired. (Values & goals).<br>(3) Determining the alternatives available and predicting possible outcomes.<br>(4) Ranking the alternatives and making a decision.<br>(5) Evaluating the decision. |
| Decision Making Strategies | Four general groupings in which alternatives for a possible decision may be placed to aid the individual in determining the amount of risk they will accept. These descriptions of alternatives are the--<br>Wish - Obtaining the most desirable outcome ignoring the risk involved.<br>Escape - Avoiding the worst possible outcome.<br>Safe - Choosing the one most likely to succeed.<br>Combination - The best combination of the alternative which is most likely to succeed and the one which will produce the most desirable outcome. (Wish/Safe) |
| Diffused | Spread in all directions; as when hormones are released by the body glands during an emotional reaction and carried by the blood stream. |
| Disparaging | To discredit or belittle. |
| Elicit | To draw out or call for a response. |
| Elliptical | Resembling a stretched out circle, oblong with rounded ends. |
| Emotion | A learned response involving psychological and physiological changes. |
| Empathize | To imagine and accurately perceive the feelings of another person. |

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| Euthanasia | The act of putting to death a person suffering from an incurable disease as painlessly as possible. |
| Evasive Action | Action a driver takes either to avoid an emergency situation or to make the resulting accident less severe. |
| Feel Wheel | A circular diagram divided into numerous wedges which are labeled with the names of emotions. The feel wheel is used as an aid by individuals or groups to identify and accept feelings a person may have. |
| Focus Person Approach | Allowing each person in a pair or a group to express their opinion without question or comment in a supportive atmosphere with the purpose of the exercise being to fully understand other peoples' points of view rather than presenting convincing arguments. |
| Gamut | A wide variety or range. |
| Gastro-intestinal | Having to do with or pertaining to the stomach and intestines. |
| Goals | An end result towards which a person or persons are striving. |
| Group Concensus | A majority agreement reached through collective discussion. |
| Ground Rules | A set of rules primarily concerning group discussion which helps to provide and maintain a learning atmosphere of mutual trust and acceptance. The ground rules are:<br>(1) Everyone has the right to be listened to.<br>(2) You are not obligated to talk -- you may pass at any time.<br>(3) No one cuts anyone down either verbally or with actions.<br>(4) There is no such thing as a "stupid question."<br>(5) Talk at any time -- raising your hand is not necessary, but keep from interrupting when someone else is talking. |
| Introspection | Looking within oneself; contemplating ones' thoughts or experiences. |
| Mood | A temporary emotional state of mind or feeling that lasts longer and is less intense than the emotion itself. |
| Motive | A need or drive that incites a person to some action or behavior. |

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| Multisensory Approach to Communication | Using more than one of the human senses to transmit and receive feelings, thoughts, and information. |
| Open-Ended Discussion | A non-directive, flexible discussion format which flows according to the students' needs at the time rather than aiming towards predetermined objectives or conclusions. |
| Opinion | The position or belief a person may have in reference to an idea, person, or feeling which represents the individual's attitudes and values. |
| Overt Behavior | Behavior which is easy to observe. |
| Paraphrasing | Rewording and summarizing an individual's statements for the sake of clarity or emphasis. |
| Passive Decision | Reacting to a decision-making situation by repeating a previous action or letting another person dictate one's actions without engaging in the decision-making process. |
| Peer Influence | That persuasion or inducement directed towards an individual by a person or persons of similar age or close association. Peer influence may have a positive as well as a negative effect, but usually is exerted to conform an individual's actions or values to the actions or values of the group. |
| Persistent | Continuing to exist or endure, as in the case of the hormones which activate the smooth muscles. |
| Possible Decision | A decision which is within the capabilities of the individual and the environment. |
| Psychomotor | Relating to tasks which are determined and initiated by a thought process as differentiated from those tasks which are strictly organic. |
| Rank Order | Place in order by degree, i.e., importance, risk, satisfaction with, cost, etc. |
| Reflective Listening Approach | During a discussion after each person makes a statement any person desiring to respond to that statement must first repeat the essence of the speaker's statement to the satisfaction of the speaker. This approach is primarily used to increase consideration and understanding in group discussion of others' feelings as well as their words. It was developed by Dr. Carl Rogers and is often referred to as Rogerian Listening. |
| Reinforcing Factors | Those things which are rewarding or satisfying to the individual for completing a task. |

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| Risk | General: The possibility of harm or loss; danger or hazard involved. Technical: The possibility of several outcomes with known probability. |
| Sex Bias | Prejudices associated with one's sex; i.e., abilities, thoughts, emotions, etc. |
| Sex Stereotyping | Assigning abilities and limitations to individuals considering only general assumptions about their sex. |
| Sex Role | A way of acting which is expected of an individual because of their sex. |
| Smooth Muscle Tissue | (Involuntary muscle, also called nonstriated or unstriated). One consisting of spindle-shaped, unstriped muscle cells and found in the walls of viscera and blood vessels. E.g. stomach muscles, heart, lungs. |
| Stimulus | Any person, object or situation which evokes a response. |
| Stimulus Generalization | A stimulus eliciting a certain response which was learned for another very similar stimulus. |
| Temperament | Persistent or continuous emotional reaction that types or characterizes a person. |
| Two-way Communication | The exchange of information and feelings between or amongst people when each party involved is making a genuine attempt to understand and empathize with the others. |
| Value Conflicts | Situations in which certain values an individual holds indicate different opinions and/or actions. E.g. a savings account or car, going steady or having many different dates, etc. |
| Value | Something an individual prizes or cherishes; e.g. person, feeling, opinion, material object, etc. |
| Valuing Process | The procedure an individual uses to establish and continually evaluate his/her values. |
| Valuing Steps | A specific set of steps comprising a valuing process. They are:<br>(1) Choosing Freely<br>(2) Being Proud of Ones Values<br>(3) Choosing From Alternative Values or Beliefs<br>(4) Exploring all the Pros and Cons of the Values<br>(5) Acting On the Value<br>(6) Publicly Affirming the Value<br>(7) Acting On the Value Repeatedly |